



> healthy**community** **resource**manual



Utah
Department
of Health

A HEALTHIER YOU™
LEGACY AWARDS

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Overview

Activities selected from the General Community category will help lay a foundation of health for generations to come. Area leaders will choose from many health promotion options, including developing websites and media campaigns, encouraging Gold Medal Schools and healthy worksites, and developing community coalitions. Making these general commitments now can lead to specific healthy achievements in the future.

Policy

- Official proclamation or resolution to participate in Healthy Community Awards Program (HCAP) by Mayor, city manager, and/or city or community council
- Written HCAP plan that describes which policy, infrastructure and outcome the community will work on

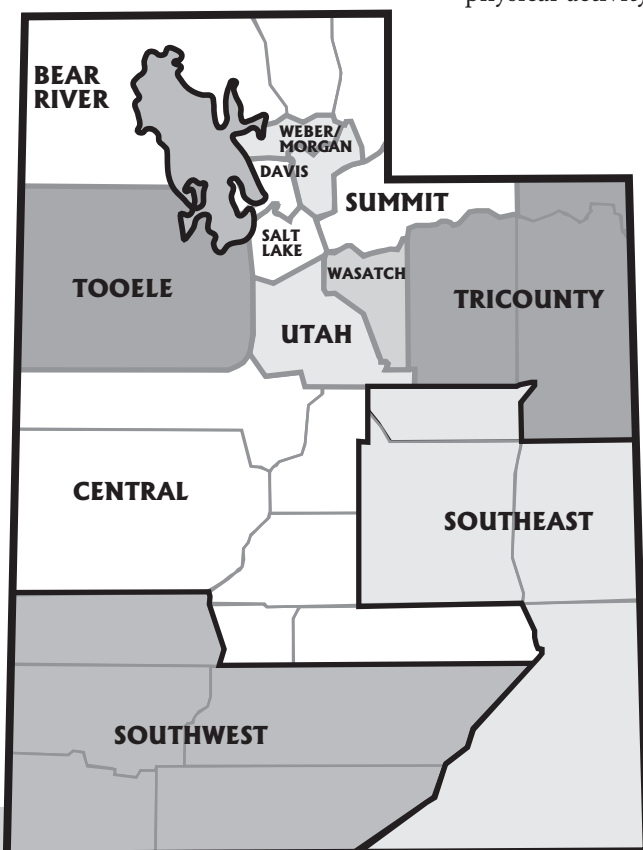
Infrastructure

- Community-wide health coalition addressing each of the 4 health topic areas in HCAP
- Existence of city/town and/or county website
- City/town and/or county government websites link with relevant state and local community service websites
- 75% of city's/town's elementary schools participate in the Gold Medal School Program
- City/town and/or county government worksites participate in the Healthy Worksite Award

Outcomes

- Increase number of visitors to health-related resources on city/town website
- Increase media outreach on city's/town's HCAP
- Increase in number of city/town elementary schools that are Gold Medal Schools
- Each Gold Medal School achieves the next highest level
- Increase in number of government worksites that qualify for the Healthy Worksite Award.
- Conduct a family-based community needs assessment to identify available resources for physical activity and healthy eating

Utah's 12
Local
Health
Districts



Utah Local Association of Community Health Education Specialists (ULACHES) Last Updated: December 2007				
Health Department	City	Contact Name	Phone	E-mail
Bear River Health Department	Logan	Farrin Wiese	(435) 792-6522	fwiese@utah.gov
Central Utah Public Health Department	Richfield	Lisa Taylor	(435) 896-5451	lisataylor@utha.gov
Davis County Health Department	Farmington	Marcie Johnson	(801) 451-3322	mmjohnson@daviscountyutah.gov
Salt Lake Valley Health Department	Salt Lake City	Beverly Hyatt	(801) 468-2868	Bhyatt@Slco.Org
Southeastern Utah District Health Department	Price	Georgina Nowak	(435) 637-3671	gnowak@utah.gov
Southwest Utah Public Health Department	St. George	Jordan Mathis	(435) 986-2593	jmathis@utah.gov
Summit County Public Health Department	Park City	Geri Essen	(435) 615-3912	gessen@utah.gov
Tooele County Health Department	Tooele	Louise Ekenstam	(435) 843-2312	lekenstam@utah.gov
Tricounty Health Department	Vernal	Jeramie Tubbs	(435) 781-5471	jubbs@utah.gov
Utah County Health Department	Provo	Eric Edwards	(801) 851-7097	Uchlth.Erice@State.Ut.Us
Wasatch County Health Department	Heber City	Jonelle Fitzgerald	(435) 657-3260	Jfitzer@Utah.Gov
Weber-Morgan Health Department	Ogden	Claudia Price	(801) 399-7104	cprice@co.weber.ut.us

Utah Recreation and Parks Association Agencies

Title	Agency	Address	City	Phone
Recreation Director	American Fork Recreation Department	454 North Center Street	American Fork	(801) 763-3084
Director	Bountiful City Parks/Rec.	150 West 600 North	Bountiful	(801) 298-6220
Director	Brigham City Parks/Rec.	PO Box 1005	Brigham City	(435) 734-6624
Director	Carbon County Recreation	81 North 200 East	Price	(435) 637-5092
Director	Cedar City Parks & Recreation	286 North Main, P.O. Box 249	Cedar City	(435) 865-9223
Recreation Supervisor	Centerville City	250 North Main Street	Centerville	(801) 295-3477
Recreation Coordinator	Clearfield Parks & Recreation	55 South State Street	Clearfield	(801) 525-2795
Recreation Director	Clinton City Recreation	1906 West 1800 North	Clinton	(801) 774-2666
Director	Cottonwood Heights Rec. Ctr.	7500 S. 2700 E.	Salt Lake City	(801) 943-3190
	Draper City Parks	11761 South 700 East	Draper	(801) 576-6517
	Ephraim City Recreation	150 College Avenue	Ephraim	(435) 283-4021
Recreation Director	Farmington City Parks & Recreation	720 West 100 North	Farmington	(801) 451-0953
	Fruit Heights City Recreation	910 South Mountain Road	Fruit Heights	(801) 546-0861
	Highland City	5378 W. 10400 N.	Highland	(801) 756-5751
	Hill Youth Services	7712 6th St. Bldg. 883	Hill AFB	(801) 777-2419
Recreation Director	Kaysville Parks & Recreation	85 North 100 East	Kaysville	(801) 544-1788
General Manager	Kearns Oquirrh Recreation & Parks Dist.	5624 South 4800 West	Kearns	(801) 966-5555
Director	Layton City Parks & Recreation	437 N. Wasatch Dr.	Layton	(801) 336-3900
Recreation Director	Lehi City Recreation	153 North 100 East	Lehi	(801) 768-7124
Park Superintendent	Lindon City Recreation	946 W. Center Street	Lindon	(801) 735-2452
Director	Logan City Parks & Recreation	195 South 100 West	Logan	(435) 716-9240
Director	Mapleton City	125 West 400 North	Mapleton	(801) 489-5655
Director	Marriott/Slatterville	1724 West 700 South	Slatterville	(801) 731-6777
Recreation Director	Millard County Recreation	81 South Manzanita Ave	Delta	(435) 864-1470
	Moab City Recreation	115 West 200 South	Moab	(435) 259-2255
Recreation Director	Monticello Recreation	PO Box 457	Monticello	(435) 587-2957
Public Services Director	Murray Parks and Recreation	4646 South 500 West	Murray	(801) 270-2404
Superintendent	Nephi City Parks/Cemeteries	21 East 100 North	Nephi	(435) 623-0822
	North Ogden Parks & Recreation	505 East 2600 North	North Ogden	(801) 737-0587
Recreation Director	North Sevier Recreation	PO Box 52	Salina	(435) 979-7778
Parks & Recreation Mngr.	Ogden City Recreation	1875 Monroe Blvd.	Ogden	(801) 629-8259
Director	Orem City Recreation	93 North 400 East	Orem	(801) 229-7152
Recreation Coordinator	Park City Leisure Services	PO Box 1480	Park City	(435) 615-5400
Director	Payson City Recreation	1050 South Main	Payson	(801) 465-6031
Recreation Manager	Pleasant Grove Recreation	65 East 200 South	Pleasant Grove	(801) 785-6172
Parks Superintendent	Price City	PO Box 893	Price	(435) 636-6957
Parks Superintendent	Providence City Corp	15 South Main	Providence	(435) 752-9441
Director	Provo City Parks/Rec.	351 W. Center Street	Provo	(801) 852-6601
Recreation Coordinator	Richfield City Recreation	75 East Center - PO Box 250	Richfield	(435) 896-5546
Community Services Coord.	Riverdale City	4360 So. Parker Drive	Riverdale	(801) 621-6084
Recreation Coordinator	Riverton City	12830 South 1700 West	Riverton	(801) 208-3121
Assist. City Manager	Roy City	5051 South 1900 West	Roy	(801) 776-0970
Recreation Director	Salem City	60 N. 100 E. - PO Box 901	Salem	(801) 423-1035
Director	Salt Lake City Recreation	1965 West 500 South	Salt Lake City	(801) 972-7800
Recreation Program Mgr.	Salt Lake County Parks & Rec.	2001 S. State St. Ste. 4400	Salt Lake City	(801) 468-2503
Director	Sandy City Parks/Rec.	440 East 8680 South	Sandy	(801) 568-2900
Recreation Manager	Santaquin City	45 West 100 South	Santaquin	(801) 754-3211
Recreation Coordinator	Saratoga Springs	1307 N. Commerce Dr. #200	Saratoga Springs	(801) 310-0609
Director	Smithfield City	315 East 600 South	Smithfield	(435) 563-0048
Director	Snyderville Basin Special Rec. Dist.	P.O. Box 980127	Park City	(435) 649-1564
Director/Ice Arena Mgr.	South Davis Recreation District	550 North 200 West	Bountiful	(801) 298-6220
Director	South Jordan City Recreation	10996 South Redwood Rd.	South Jordan	(801) 254-3048
Director	South Ogden Parks & Recreation	3950 S. Adams Ave. - Suite #1	South Ogden	(801) 479-4613
Recreation Coordinator	South Summit Aquatic & Fitness Center	350 East 200 South	Kamas	(435) 783-4048
Director	Spanish Fork City Corp.	40 South Main	Spanish Fork	(801) 798-5087
Director	Springville Recreation	1205 East 900 South	Springville	(801) 489-2730
Director	St. George Leisure Services	86 South Main Street	St. George	(435) 634-5850
Director	Sunset City Recreation	200 West 1300 North	Sunset	(801) 614-9105
Director	Syracuse City P&R	1912 West 1900 South	Syracuse	(801) 614-9660
Parks Supervisor	Tooele City Corp.	90 N. Main	Tooele	(801) 843-2140
Director	Tremonton City Recreation	102 South Tremont Street	Tremonton	(435) 257-2691
Director	Uintah Rec. District	134 W. Main Street - Suite 101	Vernal	(435) 781-0982
Director	Wasatch County Recreation	90 North 100 West	Heber City	(435) 657-3240
Leisure Service Director	Washington City Parks Dept.	111 North 100 East	Washington City	(435) 680-0634
	Weber County Parks & Recreation	1181 North Fairgrounds Dr.	Ogden	(801) 399-8491
Parks Supervisor	West Jordan City	8030 South 4000 West	West Jordan	(801) 381-4695
Director	West Point City Parks	3200 West 300 North	West Point	(801) 336-6196
Director	West Valley City Recreation	5415 West 3100 South	West Valley City	(801) 955-4007

Worksites and Schools

The *A Healthier You Awards Program* also recognizes achievements of worksites and schools in promoting healthy behaviors.

The *Healthy Worksite Awards Program* recognizes the outstanding achievements of businesses in implementing worksite health promotion programs, including on-site policies and work environments that support healthy lifestyles. The Utah Council for Worksite Health Promotion (UCWHP) administers the awards.

For a list of the most current worksite award recipients, visit www.healthy.utah.gov/worksitewellness

The Gold Medal School (GMS) Program recognizes Utah's schools that create opportunities for students to eat healthy, be active, and stay tobacco free.

For a current list of all Gold Medal Schools in the state, please visit www.hearthighway.org/gms

Healthy Community Award Recipients - 2007

Platinum – 18 policies; 18 infrastructure; 5 outcomes

Logan City

All six Logan elementary schools participated in the Gold Medal Schools program. An ordinance was passed in May 2007 that prohibits smoking in the City's parks, recreational facilities, cemeteries and near mass gatherings. Logan City's master plan includes active community environments, requires sidewalk & trail development in grants when possible and has an action plan to address increased opportunities for community members to be more active.

Gold – 12 policies; 12 infrastructure changes; 4 outcomes

Nibley City

Nibley paid for flu shots for senior citizens last year. There are two new parks with playgrounds and soccer fields. New parks and recreation areas are included in the new development plan. Newsletters are sent monthly to residents with regular health messages and health messages are posted on the website. Signage was placed at the two main entrances with the 25 foot rule for the Utah Indoor Clean Air Act.

Silver – 7 policies; 7 infrastructure; 3 outcomes

Orem

Orem has eight elementary schools participating in the Gold Medal Schools initiative. As part of the year-end party and award program, each child and teacher was presented with a pass to the Orem Fitness Center. Orem City experienced a 5% decrease in traffic accidents during 2006. Orem City established a new recreation scholarship program with the Mayor and City Council approving \$10,000 for scholarships for those that financially would not be able to use the recreational facilities otherwise. Due to the Japanese beetle infection, a Share the Harvest program was established so anyone able to grow a garden can donate their extra produce at a designated location. Left over food is given to the local food bank. One of the contributors to the Share the Harvest is the Utah County Jail's 5-acre garden which produces hundreds of pounds of vegetables.

Richmond

Richmond recently established a new website, with extensive health-related links to government, city departments, businesses and community services. Their monthly city newsletters include health messages for all residents. Richmond's Park Elementary School is a Gold Medal School, providing physical activity and healthy nutrition choices for children in Richmond. The Richmond City Council established a Mothers' Lounge in the City office building to encourage breastfeeding.

Salt Lake County

Mayor Peter Corroon led out in a Weigh Active & Healthy community initiative, and issued a challenge to other area mayors whose citizens collectively logged over 3 million miles in eight weeks. Parks and Recreation directed all county recreation facilities to offer more healthy choices and limit non-nutritious selections in vending machines, and Mayor Corroon issued a directive to serve only healthy snacks and beverages at county functions. Public Works has made bike lanes a priority and adds several miles of bike lanes every year to county roads.

South Jordan City

To increase use of community gardens, a youth group is growing a garden which produces as much as 10,000 lbs of fruits and vegetables, to donate to South Jordan senior citizens. Smoking is prohibited in all City parks, recreational areas and the cemetery. Child passenger safety inspections can be done at the police station on request. Police also conduct 4-6 car seat checkpoints annually.

Bronze – 3 policies; 3 infrastructure changes; 2 outcomes

Hooper

Hooper City adopted an extensive Parks and Trails Master Plan requiring that all subdivisions include trails and sidewalks. Two new walking trails have recently been paved and improved with signage promoting their use. The City has also established a Healthy Lifestyles Committee with city council members and community representatives, who organize and supervise activities such as a Family Fun Walk with the Mayor, and a program offering incentives for family members who walk a minimum of 100 miles. They have encouraged more walking by providing better lighting, safer neighborhoods, and a new curfew in city parks, which lowered the crime rate and made residents feel safer about walking outside.

Midway

Midway passed an ordinance making it unlawful for any person to bring, sell, possess or consume any tobacco products, alcoholic beverages or controlled substances in a park or on a trail. Both Elementary schools participated in the Gold Medal School program and have achieved platinum levels. To increase residents' use of physical activity facilities, the ice rink manager visits each of the schools and offers great group rates to motivate the kids to use the rink, introducing them to ice skating, and the fun and physical benefits of participating.

Healthy Campus Award Recipients

Snow College– Silver

Accomplished: 5 policy - 8 infrastructure - 4 outcomes

Examples:

- Bike racks at least at one of the entrances to every building on campus. Bike racks at every dorm.
- Emergency phones and cameras posted throughout campus
- Student employees work for campus police as campus security, escort students who need it
- Peer mentors are trained as victim advocates.

Utah State University– Silver

Accomplished: 5 policy - 8 infrastructure - 4 outcomes

Examples:

- Domestic violence and sexual assault services: One in Four and Walk a Mile .The program One in Four consisted of a short presentation by male student volunteers to other student groups. Walk a mile is now an annual event that raises funds and awareness of sexual violence against women
- Clearly identify non-smoking areas with signs. Signage with 25ft rules posted.
- Policy implemented requiring sidewalks be clear of snow and vegetation.
- Provide a Health/Wellness Website for students. Site was recently revised and updated and includes health and wellness resources available to students on campus.

Utah Valley State College – Silver

Accomplished: 5 policy - 8 infrastructure - 4 outcomes

Examples:

- Dining Services has a ‘healthy meal of the week’ which meets ADA & AHA requirements. Has a rating system for snack food items. Posts nutrition facts at the restraints to include fat, calories, sodium & protein.
- Walking group established that meets every Monday-Thursday @ noon and walks the wolverine mile
- Wolverine mile is a permanent one mile walking path around campus that is marked with signs.
- Provide a health check once a month in the main hallway on campus
- Walktober” encourages students, faculty & staff to increase their walking

Category Definitions:

Policy – written and monitored city/town policies, procedures or ordinances

Infrastructure – basic facilities, equipment, resources and environmental supports provided in/by the city/town

Outcome – expected changes that will result from the implementation of the program/activity and methods to measure progress

National Health Observances www.healthfinder.gov	
January	Cervical Health Awareness Month National Birth Defects Prevention Month National Glaucoma Awareness Month National Radon Action Month Thyroid Awareness Month
February	AMD/Low Vision Awareness Month American Heart Month Children of Alcoholics Week Congenital Heart Defect Awareness Week Give Kids A Smile Day International Prenatal Infection Prevention Month National Burn Awareness Week National Children's Dental Health Month National Condom Week National Donor Day National Eating Disorders Awareness Week National Wear Red Day 2008 National Wise Health Consumer Month
March	American Diabetes Alert Day Brain Awareness Week Multiple Sclerosis Awareness Week National Brain Injury Awareness Month National Colorectal Cancer Awareness Month National Endometriosis Awareness Month National Inhalants and Poisons Awareness Week National Multiple Sclerosis Education and Awareness Month National Nutrition Month® National Patient Safety Awareness Week National Problem Gambling Awareness Week National School Breakfast Week National Sleep Awareness Week® Root Canal Awareness Week Save Your Vision Month Workplace Eye Health and Safety Month World Kidney Day
April	Alcohol Awareness Month Cancer Control Month Counseling Awareness Month Irritable Bowel Syndrome Awareness Month March for Babies National Autism Awareness Month National Donate Life Month National Infant Immunization Week National Public Health Week National SAFE KIDS Week National Sarcoidosis Awareness Month SAAM Day of Action Sexual Assault Awareness Month Day of Action Sports Eye Safety Month STD Awareness Month Women's Eye Health and Safety Month World Tai Chi & Qigong Day
May	American Stroke Month Asthma and Allergy Awareness Month Better Sleep Month

National Health Observances — (continued)

May - continued	Clean Air Month Cornelia de Lange Syndrome Awareness Day Fibromyalgia Awareness Day Food Allergy Awareness Week Healthy Vision Month Hepatitis Awareness Month Lupus Awareness Month Lyme Disease Awareness Month Melanoma/Skin Cancer Detection and Prevention Month Mental Health Month Multiple Chemical Sensitivity Awareness Month National Alcohol- and Other Drug-Related Birth Defects Week National Anxiety Disorders Screening Day National Celiac Disease Awareness Month National Emergency Medical Services Week National Employee Health and Fitness Day National High Blood Pressure Education Month National Neurofibromatosis Month National Neuropathy Week National Physical Education and Sport Week National Physical Fitness and Sports Month National Stuttering Awareness Week National Teen Pregnancy Prevention Month National Women's Check-up Day National Women's Health Week North American Occupational Safety and Health Week (NAOSH) Recreational Water Illness Prevention Week Sex Differences in Health Awareness Day Tuberous Sclerosis Awareness Month Ultraviolet Awareness Month
June	Fireworks Safety Month Helen Keller Deaf - Blind Awareness Week Home Safety Month Myasthenia Gravis Awareness Month National Aphasia Awareness Month National ASK Day National Cancer Survivors Day National Headache Awareness Week National Men's Health Week National Scleroderma Awareness Month Sun Safety Week Vision Research Month
July	Hemochromatosis Awareness Month International Group B Strep Awareness Month UV Safety Month
August	Cataract Awareness Month Children's Eye Health and Safety Month National Immunization Awareness Month National Minority Donor Awareness Day Psoriasis Awareness Month
September	America On the Move's September Campaign Craniofacial Acceptance Month Fruit and Veggies - More Matters Month Get Ready Day Healthy Aging® Month

National Health Observances — (continued)

September - continued	Hearing Aid Awareness Week National Alcohol and Drug Addiction Recovery Month National Celiac Disease Awareness Day National Cholesterol Education Month National Farm Safety & Health Week National Pediculosis Prevention Month/ Head Lice Prevention Month National Rehabilitation Awareness Celebration National Suicide Prevention Week Ovarian Cancer Awareness Month Prostate Cancer Awareness Month Reye's Syndrome Awareness Month Reye's Syndrome Awareness Week Sports and Home Eye Safety Month Whole Grains Month World Alzheimer's Day World Heart Day
October	"Talk About Prescriptions" Month Bone and Joint Decade National Action Week Drive Safely Work Week Eye Injury Prevention Month Fire Prevention Week Halloween Safety Month Healthy Lung Month International Stuttering Awareness Day Interstitial Cystitis Awareness Day Let's Talk Month National Celiac Disease Awareness Month National Chiropractic Month National Dental Hygiene Month National Disability Employment Awareness Month National Domestic Violence Awareness Month National Down Syndrome Awareness Month National Health Education Week National Mammography Day National Medical Librarians Month National Physical Therapy Month National Spina Bifida Awareness Month Sarcoidosis Awareness Day Stop America's Violence Everywhere Today Sudden Infant Death Syndrome Awareness Month World Mental Health Day
November	American Diabetes Month Diabetic Eye Disease Month Gastroesophageal Reflux Disease Awareness Week Great American Smokeout Jaw Joints - TMJ Awareness Month Lung Cancer Awareness Month National Alzheimer's Disease Awareness Month National Hospice Palliative Care Month Pancreatic Cancer Awareness Month Prematurity Awareness Day Prematurity Awareness Month Pulmonary Hypertension Awareness Month
December	National Aplastic Anemia and MDS Awareness Week National Handwashing Awareness Week Safe Toys and Gifts Month World AIDS Day

Steps to Creating a Focus Group

Planning a Focus Group: An Introduction, adapted from Focus Groups by Richard Krueger

Resources:

- Krueger, Richard A. and Casey, Mary Anne. Focus Groups, 3rd Edition: A Practical Guide for Applied Research.
- Scott, Foresman. Organizations: A micro/macro approach.
- Morgan, David L. The Focus Group Guidebook.
- Krueger, Richard A. Developing Questions for Focus Groups.
- Krueger, Richard A. Involving Community Members in Focus Groups.
- The Focus Group Kit. (1998) Sage Publications.
- Krueger, Richard A. Analyzing & Reporting Focus Group Results.

Step I - Initial Set-up

1) Clarify the purpose

Write a one sentence stating the purpose of the focus groups. Also, add your objectives. What do you hope to know or confirm when you have done this focus group?

2) Determine a budget.

Will you plan and conduct a group yourself or will you rely on a research firm?

A) Research firm - The cost can range from \$2,500 to \$4,000 for one focus group, with each additional group costing less. The advantage of going with a research firm is that the results are highly accurate and very credible; the moderator is extremely skilled and professional.

B) Do-It-Yourself - There are several factors to consider in determining the cost of focus group research.

Facility

A dedicated focus group facility with a one-way mirror, observation area, recording equipment, etc. can be convenient but the

cost may range as high as \$500 or more. Low or no-cost alternatives include a conference room in a hospital, a local public library, or hotel. It is important that you find a very neutral room (e.g. chairs without arms so people will not lean back and decide not to involve themselves, no pictures on the walls). You want participants to focus on the inside. Stay away from churches and political places.

Incentives

Without offering a monetary incentive, it is very difficult to recruit a reasonable representative sample of participants. Usually, \$30 to \$50 is an adequate incentive for each person in a two-hour focus group. Pay more for individuals that are more difficult to recruit ie. Cardiologist.

Recruiting

It can take 10 to 15 hours or more to recruit individuals for a single group. If you do not have the time to do this, you may have to hire outside help.

Moderator

An experienced moderator charges between \$300 to \$700 to moderate a group.

Refreshments

This includes light refreshments or a meal for the participants. Sliced fruit, cookies, and juices can help people feel comfortable. Offering a meal may be important if the group is to be held during lunch or dinner hours.

Transcription

If the audio recording of the group is to be transcribed, the cost is about \$150 (this can take up to 10 hours for a less experienced transcriptionist).

3) Generate a sample list from which to recruit

Generally, a sample list should contain about 7 to 10 times as many names as are needed for the group; your sample list may include at least 75-100 people.

4) Determine the number of groups and the number in each group

You should never have only one focus group. Plan on at least 2 or 3 focus groups. A focus group should consist of about 8 and no more than 12 people. Decide on the number you want for each group.

5) Identify a moderator

A trained, experienced, and objective moderator with some knowledge of the research topic is ideal. However, it is certainly possible for someone who is willing to learn basic moderating skills and techniques to do a good job.

6) Establish a date, time, and location

Usually, evening groups on Tuesdays, Wednesdays, and Thursdays seem to be the most successful in terms of a “show rate” for participants. Choose a location that is easy to find and in a safe area.

7) Arrange for an audio and/or video recording of the group and transcription

At least an audio recording is necessary. A video recording is also good, however, if you want to examine participants’ gestures or facial expressions. It is not necessary to transcribe the audio tape recording of the group; but if you are planning to do so it may be a good idea to arrange early for someone to do this. It can take 10 hours or more to transcribe a single 1 ½ hour focus group.

8) Prepare the moderator’s guide

This is a tight outline of the questions that will be asked in the group and when they will be asked. It also contains the introduction to be read aloud that explains the purpose of the group, how the discussion will go, the purpose of the audiotape, etc.

Step II - Recruiting Participants**1) Determine the recruitment criteria**

You may need to screen potential recruits in order to create a representative sample of your target group. Groups should be homogenous ie. Do not mix low-income with high-income participants.

2) Prepare a recruiting script

This should be the precise working that will be used in each recruitment call.

3) Recruit participants

Recruiting should be finished about 2-2 ½ weeks before the date of the focus group. All you need is a representative sample of the target group. You may intercept the recruits ie. Talk to people who buy Einstein Bagels – (with Einstein Bagels’ permission) stand outside Einstein’s and recruit. If working with kids, start with parents – get parents’ permission. Get a list of people from referrals.

4) Send a formal confirmation letter

Within one day of recruiting an individual, a letter should be mailed that confirms the group date, time, and location/directions as well as other information you think they may find helpful. Ask participants to arrive 15 minutes early. No children please, as they generally detract from the focus group setting.

Step III – Secure Your Plans**1) 7-10 days before**

Confirm all arrangements. Make sure everything in the initial set up is still secure ie. The room, catering, equipment, etc.

2) 4-5 days before

Conduct reminder calls and/or mailing reminders. To insure a high attendance rate, it is a good idea to make reminder calls

and sometimes even to mail out a reminder post card or letter.

3) 1 day before

- Reminder calls – Call to confirm the final list of participants
- Prepare a final list of participants.
- Prepare all the materials and equipment – This may include, for example, a tape recorder with microphone and tapes, name cards, markers, note pads and pencils, sign-in sheet, dry erase board or easel with markers, etc.
- Secure the incentive cash – It is usually best to place the cash incentive in a plain envelope for each participant.

Step IV – Focus Group And The Moderator

To simply outline the way a focus group should be conducted or how questions should be asked will extremely limit the scope and proper effects of a focus group. There are many resources available on how to conduct focus groups as listed in the beginning.

1) Use the outlined discussion guide

Open-ended questions, about five or less specific ones, will usually be enough to moderate discussion for 1 ½ to 2 hours. Spend 15 minutes on the introduction and warm-up to the questions.

2) Understand the role of the moderator: the qualitative researcher

The moderator's job is to get the information from all participants, record, and take a few notes. He/she must create an environment where all participants feel comfortable to participate.

The moderator should know about the research topic but should not let on to participants how much they know. Moderator may "play dumb" or simply ask participants to "Tell me more." Acknowledge participants' questions, but do not validate them. Do not show bias to any participants

or questions. Do not lead a participant to a desired answer through questioning or nod your head in approval or disapproval. Think neutral!

Moderator may use one or more leadership styles (ie. directive leadership, participative leadership, achievement-oriented leadership, or supportive leadership).

Moderator may use different interviewing styles or operate between both approaches (directive and non-directive approach).

Moderator must have these skills:

- Demonstrating comfort and familiarity with group processes
- Able to make transitions and maintain interest and enthusiasm
- Sense of time (ie. probe, pause)
- Good listener
- Background knowledge of purpose
- Communicate clearly
- Sense of humor
- Know how/when to get the group back on target
- Show that there is no right answer

3) Use good questioning skills and routes

Good focus group questions sound conversational and use words that the participants would use when talking about the issue. They are easy to say, clear, are usually short, and usually open-ended. Examples include "What did you think of..." or "How did you feel about..." Start with questions that are general, and then move to more specific ones. Also if you need to ask a negative question, ask the positive form of the same question first. ie. "What do you like about your community facilities?" then "What don't you like about..."

Step V – Analyzing The Results

It is important to remember that what is not said can be more important than what is said. Visual observations can be as important as

oral observations ie. body language, facial expressions, etc.

The analyzing of data is as challenging as forming the entire focus group and questions. You may hire a research firm to analyze the results or you may do it yourself for a lower cost. It is important to be cautious on your findings. Do not jump to generalizations or conclusions about the target or general population.

Along with analyzing data, you must write and publish a report.

Creating Policy

Step I – Review the current policy

- Is there an existing policy?
- Conduct a baseline survey (Do this before new policy takes effect.)
- What are people in the community already doing for physical activity and nutrition? (i.e., do malls have walking programs and do parks have mile-marker signage?)
- What committees already exist for promoting healthy habits?
- How do people know what supports/resources are available?

Step II – Get commitment

- Talk with parents, kids, community leaders, etc about attitudes toward the current policy and summarize the results.
- Based on these results, identify and prioritize:
 - » Problems related to current policy or lack of policy
 - » Barriers to changing/creating a policy and following it
- Identify local educational, health, and economic reasons for why it is important to make and/or follow this policy.
- Present hard facts and/or statistics at a local committee meeting.
- Request support and cooperation from community in developing the new policy or strengthening the current one.

Step III – Form an advisory

committee (or use an existing one) to revise the policy or create a new one

- Get a wide representation of leaders and members of the community ie. teachers, kids, parents, work places, malls, parks and recreation committees.
- Select a few members to provide feedback as the policy and plans are being developed.
- As a committee, discuss and address concerns.
- As a committee, use the baseline survey to help develop policy; adjust plans if needed.

Step IV – Write a draft of the new policy

- Keep the policy simple and specific.
- Identify a meaningful date to implement and enforce the policy ie. Fitness Week, Bike to Work Day, Walk to School Week, etc.

The policy should:

- Identify the reason for having the policy
- Identify to whom it applies – community members, parents, etc.
- Identify where it applies – local parks, inside malls (for “mall walkers”), in a certain neighborhood, etc.
- Include a plan for promoting the policy
- Identify accessibility to program (ie. which malls participate in mall walking programs) and places for resources (ie. parks and rec. info)
- Identify a strategy for evaluation and way to enforce policy
- Identify roles and responsibilities for key people involved in implementing or enforcing the policy
- Make a date to evaluate the new policy and make necessary changes.
- Make final draft of policy.

Step V – Present the new policy to the organization

- Make copies of final draft and share with advisory committee.
- Provide information to committee members before the meeting, regarding facts and statistics (continued on the next page...).

- If possible, meet individually with committee members before the meeting.
- Gather support and recruit additional community members to attend meeting.
- Select a group to present the policy (ie. local health care provider, teacher, student, parent, board of parks and recreation, etc.)
- Present the policy to the advisory committee and the pertinent organizations.

Step VI – Plan how to implement and/or enforce this policy

- Conduct pre-surveys before implementing the policy.
- Confirm the date you will implement or enforce the policy.
- Allow sufficient time for administration, executive board members, community members, parents, teachers, etc to prepare for the implementation date.
- Prepare for complaints about the new policy and decide how conflicts will be resolved.
- Prepare for questions about the new policy and decide how and who will answer.
- Organize special sessions to train and educate those who will be implementing the policy or promoting the new program

Step VII – Communicate the policy throughout the organization and in surrounding communities

Provide the following information to those who it will effect:

- The date of implementation.
- A description of the new policy.
- The educational, health, and economic benefits of the new policy or program.
- Plan for enforcement or monitoring of policy.
- How and where to get resources or support.

Step VIII – Implement the new policy

- Recognize that ongoing commitment from key people is necessary to ensure effective policy implementation.

- Expect an initial testing period.
- Keep and enforce plans to continue support and promotion of the policy, while ensuring compliance.

Step IX – Plan and conduct ongoing promotion of the policy and an evaluation

- Collect stories of positive effects of the new policy; solicit comments.
- Publicize comments and stories in the local newspapers or community or school newsletters.
- Develop a way to recognize those who comply with the policy or participate in the program.
- Develop a way to tell new community members or leaders about the policy.
- Identify problems with policy implementation and made necessary corrections.
- Now, conduct pre-surveys after implementing the policy.

Behavioral Risk Factor Surveillance System (BRFSS)

The BRFSS, the world's largest telephone survey, tracks health risks in the United States. Information from the survey is used to improve the health of the American people.

Questionnaire

The BRFSS questionnaire is designed by a working group of state coordinators and CDC staff. Currently, the questionnaire has three parts: 1) the core component, consisting of the fixed core, rotating core, and emerging core, 2) optional modules, and 3) state-added questions.

The fixed core is a standard set of questions asked by all states. It includes queries about current behaviors that affect health (e.g., tobacco use, women's health) and questions on demographic characteristics.

The rotating core is made up of two distinct sets of questions, each asked in alternating

years by all states, addressing different topics. During the years that the rotating topics are not used in the core, they can be used as optional modules. The emerging core is a set of up to five questions that are added to the fixed and rotating cores. Emerging core questions typically focus on issues of a “late breaking” nature and do not necessarily receive the same scrutiny that other questions receive before being added to the instrument. These questions are part of the core for one year and are evaluated during or soon after the year concludes to determine their potential

value in future surveys.

Optional CDC modules are sets of questions on specific topics (e.g., smokeless tobacco) that states elect to use on their questionnaires.

Although the modules are optional, CDC standards require that, if they are used, they must be used without modification. Module topics have included survey items on smokeless tobacco, oral health, cardiovascular disease, and firearms.

For a resource on frequently asked questions, questionnaire information, state information, technical information, prevalence data, training

Resources

The Utah League of Cities and Towns represents municipal government interests with a strong, unified voice at the state and federal levels and provides information, training and technical assistance to local officials on municipal issues in order to create a greater public awareness and understanding of municipal responsibilities, governance and administration.

Utah League of Cities and Towns Web Site
www.ulct.org

Guide for community coalitions and policy making
www.cdc.gov/nccdphp/dnpa/pahand.htm

The Utah BRFSS Small Area Report, 2001-2005 is available online. The report is useful in planning local health initiatives.

www.health.utah.gov/opha/OPHA_BRFSS.htm (click on Small Areas Report)



Notes

2

PhysicalActivity

Overview

In healthy communities walking and bicycling are incorporated into daily life. The Centers for Disease Control and Prevention (CDC) calls these kinds of places “Active Community Environments” (ACEs). They recognize that providing for active living through community design impacts the good health of a community’s citizens. Developing policies and projects oriented to encourage physical activity will provide a community a good foundation for healthy living. Specifically, Active Community Environments encourage and accommodate walking and bicycling through their approach to:

- Transportation facilities and services
- Land-use planning and development
- Schools
- Recreation, parks and trails
- Safety, security and crime prevention

Research shows that communities that build bicycling and walking trails, support exercise programs, and provide public areas such as parks and sidewalks, can boost physical activity levels and encourage many sedentary citizens to exercise.

Policy

- Develop and adopt a master transportation plan that promotes active lifestyles
- Policy to build and/or replace sidewalks to be in compliance with pedestrian safety standards
- Ordinance that requires new subdivisions to provide sidewalks and lights
- Policy for the inclusion of trail systems and walking/bicycling paths in existing and new subdivisions
- Incorporate transportation policy to promote non-motorized and mass transportation

Infrastructure

- Improve the signage, or informational materials that promote trails, bike-board-blade parks or equestrian trails, etc.
- Promote use of existing Legacy Gold Medal Miles and permanent marked walking trails

- Conduct a community audit to identify transportation practices and physical activity related policies
- Expand and/or connect existing trails
- Work with local recreation and ski areas to jointly promote inexpensive equipment rental, lessons, and ski opportunities for Utah families.
- Develop safe routes and systems for children and seniors that encourage walking and biking in neighborhoods and to schools.

Outcomes

- Increase percent of residents who walk or ride a bike for transportation
- Increase in residents reporting awareness and/or use of Legacy Mile trails
- Increase in number of residents reporting use of community physical activity facilities and environments
- Increase in number of affordable public or private recreation centers
- Increase in miles of designated walking / biking trails

Potential Activities

- Gold Medal Miles™
- Family Fun Walks
- Utah Walks Mile Tracker
- Extreme Games for youth
- Local and State Senior Games
- Local Winter Games
- Summer Games
- Local Corporate Games
- Buddy System Walking Clubs
- Walking School Buses
- Walk to School Day activities
- Safe Routes to School
- Mall Walkers clubs
- Bicycle Rodeos
- Swimathons
- Active Community Environment presentations, meetings, or conferences

For maps, visit www.utahwalks.org

Gold Medal Mile™ Sites

City	Trail Name	Location
Garden City	Bear Lake Scenic Park	Starts at city park on Highway 30
Smithfield	Mack Park	365 Canyon Road
Logan	Logan River Trail	
Brigham City	Rees Pioneer Park	800 W. Forest Street
Ogden	Union Station	25th and Wall Avenue
Ogden	Learning Park	1750 Monroe Blvd.
Ogden	Weber State University	Lindquist Plaza by the pond
Ogden	McKay Dee Hospital	
Ogden	Newgate Mall	3651 Wall Ave.
Riverdale	Riverdale City Park	4360 Parker Drive
Clinton	Powerline Park	1720 W 1800 N
Clearfield	Steed Park	300 N. 1000 W. behind Hold Elementary School
Layton	Ellison Park	2200 W. West Hillfield Road
Kaysville	East Mountain Wilderness Park	
Centerville	Centerville Community Park	
Salt Lake City	Cannon Health Building	288 N. 1460 W.
Salt Lake City	Gallivan Plaza	239 S. Main Street
Salt Lake City	Tanner Plaza between Union and Student Services	
Salt Lake City	University of Utah West	The Plaza at Skaggs Hall
Salt Lake City	Liberty Park	
Salt Lake City	Workman Park	
West Valley City	Centennial Park at West Valley Family Fitness Center	3100 S. 5400 W.
West Valley City	Valley Fair Mall	3601 S. 2700 W.
Holladay	Holladay Civic Plaza	4707 S. Holladay Blvd.
Kearns	Oquirrh Park	5624 S. 4800 W.
Murray	Winchester Park on Jordan River Parkway	6400 S. 1100 W.
W. Jordan	Jordan River Parkway	7800 S. (going west)
Midvale	Jordan River Parkway	7800 S. (going east)
Sandy	Lone Peak Park	10140 S. 700 E.
Grantsville	Grantsville High School	
Tooele	Smelter Road	
Tooele	Settlement Canyon	
Snyderville	Utah Olympic Park	
Park City	Farm Trail	3000 Highway 224
Jordanelle	Rock Cliff State Park	
Heber	Midway Lane	100 S. 1200 W.
Lindon	Pioneer Park	500 E. 150 S.
Provo	Riverview Park	
Provo	Carterville	
Provo	Rock Canyon	
Provo	BYU Campus	
Payson	Dry Creek Park	1254 S. Main Street
Vernal	Legacy Park	500 N. 800 W.
Helper	Price River Parkway	150 S. 100 W.
Richfield	Richfield Pool	500 N. 600 W.
Moab	Mill Creek Parkway	Rotary Park on Mill Creek Drive
Cedar City	Coal Creek	200 N., 250 E.
St. George	Convergence Trail Head	South of Conference Center
St. George	Pending	
Washington	Nisson Park	

Physical Activity Resources

The following agencies may be able to assist in forming policy, funding activities and/or planning programmatic or structural changes in your community.

District/ County	Agency	Contact Title	Contact Name	Phone	E-Mail Address
State	AARP		Carolyn Hunter	(801) 567-7261	cmhunter@aarp.org
State	American Heart Association	Dir. of Advocacy & Hlth. Alliances	Casey Hill	(801) 484-3838	
State	IHC Healthy Communities	Dir. of Healthy Communities	Delia Rochon	(801) 442-3798	codrocho@ihc.com
	Mountainland Assoc of Governments		Jim Price	(801) 229-3848	jprice@mountainland.org
SL	Pratt & Sugarhouse Trails Comm.		Lynne Olson	(801) 484-8352	lynneolson@msn.com
SL	SL Planning Office		George Shaw	(801) 535-7757	
SL	SL Valley Health Department	Health Education Specialist	Terri Sory	(801) 468-2740	
Utah	Utah County Health Department.	Health Education Specialist	Patty Cross	(801) 370-4528	uchlth.pattyc@state.ut.us
State	Utah Council on Worksite Health Promo.	President	Brett Mdliff	(801) 538-6004	bmciff@utah.gov
State	Utah State Health Department	Healthy Utah	Kathy Paras	(801) 538-6264	kparas@utah.gov
State	Utah State Health Department	Active Comm. Envir. Workgroup	Lynda Blades	(801) 538-6229	
State	Utah Recreation and Parks Association	Executive Director	Steve Carpenter	(801) 491-9867	
State	Utah Department of Transportation	Bike/Pedestrian Coordinator	Sharon Briggs	(801) 965-4564	
SL	Wasatch Front Regional Council	Executive Director	Chuck Chappell	(801) 363-4230 x 103	
Weber	Weber Pathways	Chair	Mary Hall	(801) 393-2304	
State	Utah League of Cities and Towns	Director of Training	Brian Hall	(801) 328-1601	

Physical Activity Web Sites

Name of Web Site	Web Site Address
America Walks	www.americawalks.org
CDC Nutrition & Physical Activity	www.cdc.gov/nccdphp/dnpa/pahand.htm
Institute for Outdoor Recreation and Tourism	www.cnr.usu.edu
National Center for Bicycling & Walking	www.bikewalk.org
National Transportation Enhancements	www.enhancements.org
Utah Walks	www.utahwalks.org
Walking Information	www.walkinginfo.org

Funding Sources

Funds for pedestrian and bicycle projects generally come from the following sources:

- State or local transportation funds, usually as part of a larger road project.
www.udot.utah.gov or contact the UDOT Bike/Ped Coordinator at (801) 965-4564
- TEA-21 funds, administered by state or local agencies
www.enhancements.org
- Congestion Mitigation and Air Quality Improvement Programs
www.fhwa.dot.gov/environment/cmaq
- National Scenic Byways Program
www.byways.org and www.scenic.org
- Recreational Trails Program
www.fhwa.dot.gov/environment/bikeped/
- Safe Routes to School
www.saferoutesinfo.org

Community Audits and Assessments

How pedestrian- and bicycle-friendly is your community? You know that walking and bicycling conditions need improving, but you have difficulty gauging the extent of the problem, much less recommending where specific improvements are needed.

Assessing the needs of your community may be as simple as sending a questionnaire home with students at your local schools, or filling out a survey of facilities and policies available in your community. (Examples on pages 5-14) Look at both existing data, if any, and the facilities themselves. Your transportation department, or local city planners may already have some of this information.

Organize and summarize your findings to highlight deficient areas for transportation planners, public works officials, budget committees and the public.

Collecting, organizing and communicating data takes time, but requires few material costs. City staff, especially summer interns, may want to participate, or a local school might want to take on the work as a class project. An effort like this lends itself well to an Eagle Scout project if directed properly.

Pedestrian Audit

- ☐ Are sidewalks continuous along the entire route? If not, where are they interrupted?
- ☐ Are the sidewalks in good repair, or are there broken sections that would impede travel when using a wheelchair, walker or baby stroller?
- ☐ Are there crosswalks and pedestrian signals to help people cross busy streets and intersections?
- ☐ Can slow-moving pedestrians get across the street in the time allowed by the signal?
- ☐ Do drivers yield to pedestrians at driveways and crosswalks?
- ☐ Are any utility poles, signs, vending machines, dumpsters, shrubbery or overhead obstacles blocking the sidewalk?
- ☐ Are there trees along the street to provide shade and separation from traffic?
- ☐ Do the streets, adjacent buildings and landscaping provide a pleasant visual environment?
- ☐ Are there frequent benches or other places to sit and rest?
- ☐ Are storefronts attractive and inviting?
- ☐ Is there other pedestrian activity along the way?
- ☐ Was the walk enjoyable? Why or why not?
- ☐ Would you repeat this walking trip again? Why or why not?

Bicycle Audit

- ☐ Am I able to find a comfortable route to my destination?
- ☐ Is secure bicycle parking available at my destination?
- ☐ Is there sufficient operating width along the route?
- ☐ Are alternate, quieter routes to my destination available?
- ☐ Is the roadway surface in good repair?
- ☐ Do traffic signals detect my presence?
- ☐ Are drivers friendly and tolerant toward bicyclists?
- ☐ Is there a place to clean up and change clothes at work or school?
- ☐ Did I enjoy my bicycling experience? Why or why not?
- ☐ Would I repeat this bicycle trip again? Why or why not?

A Statewide Telephone Survey of Utah Residents' Attitudes Toward Recreational Trails (to find out how people feel about trails in their communities)

Steven W. Burr, Dale J. Blahna, Douglas K. Reiter, and Michael F. Butkus

(November 2001, IORT-PR2001-6)

From September 6-17, 2001, Utah State University's Institute for Outdoor Recreation and Tourism conducted a statewide telephone survey of 2,590 adults living in Utah's seven Planning Districts throughout the state, in order to substantiate their opinions on the values and benefits of recreational trails, their awareness and use of trails, and their perception of needs and preferences related to trails in the state. Resulting information generated from this survey provides supporting elements for the Governor's Trails Initiative and can be utilized by the Governor's Trails Initiative Steering Committee to make recommendations to the Governor for legislation and funding needs to develop the initiative for the 2002 Utah Legislature. Both statewide results and results specific to each of the seven Planning Districts are presented in this report.

Survey on attitudes toward recreational trails
www.treesearch.fs.fed.us/pubs/23143

A Survey of Policies Supporting Physical Activity in Local Communities

Sidewalks

These questions pertain to local ordinances related to sidewalks. (Sidewalks are defined by the American Association of State Transportation and Highway Officials (AASHTO) as the portion of a highway, road, or street intended for pedestrians.)

1. Do you have an ordinance requiring the building of paved sidewalks in new communities?
 - ☐ We have an ordinance
 - ☐ We intend to have an ordinance within one year
 - ☐ We do not have an ordinance
2. Do you have ordinances requiring the building of paved sidewalks in redeveloped residential communities?
 - ☐ We have an ordinance
 - ☐ We intend to have an ordinance within one year
 - ☐ We do not have an ordinance
3. Do you have ordinances requiring the building of paved sidewalks in mixed-use communities?
 - ☐ We have an ordinance
 - ☐ We intend to have an ordinance within one year
 - ☐ We do not have an ordinance

Commercial Buildings

1. Do you have ordinances that require new commercial buildings and site plans to incorporate amenities for physical activity that encourage physical activity and bike and pedestrian commuter traffic (e.g. pedestrian walkways, sidewalks, bikeways, and well-lit stairways)?
 - ☐ We have an ordinance
 - ☐ We intend to have an ordinance within one year
 - ☐ We do not have an ordinance

Bike Lanes

The next three questions pertain to ordinances requiring bike lanes. Bike Lanes are defined as being established with pavement markings and signing along street corridors by the Association of State Transportation and Highway Officials.

1. Do you have an ordinance requiring the building of bike lanes in new communities?
 - ☐ We have an ordinance
 - ☐ We intend to have an ordinance within one year
 - ☐ We do not have an ordinance
2. Do you have an ordinance requiring the building of bike lanes in redeveloped residential communities?
 - ☐ We have an ordinance
 - ☐ We intend to have an ordinance within one year
 - ☐ We do not have an ordinance

3. Do you have an ordinance requiring the building of bike lanes in mixed-use communities?
- ☐ We have an ordinance
 - ☐ We intend to have an ordinance within one year
 - ☐ We do not have an ordinance

Shared-use Paths

These questions pertain to ordinances requiring the development of shared-use paths. Shared-use Paths (or Trails) are defined as corridors of travel for recreation and/or transportation within a park, natural environment, or designated corridor that is not classified, or served by, highways, roads, or streets by the Association of State Transportation and Highway Officials.

1. Do you have an ordinance requiring the building of shared-use paths (or trails) that are dedicated for pedestrians, joggers, dog walkers, in-line skaters, baby carriages, wheelchairs, and the like?

- ☐ We have an ordinance
- ☐ We do not have an ordinance
- ☐ We intend to have an ordinance within one year

2. Have you included in your master plan policies to build shared-use paths in easements that are dedicated for pedestrians, joggers, dog walkers, in-line skaters, baby carriages, wheelchairs, bicyclists and the like?

- ☐ We have a policy in our master plan
- ☐ We do not have a policy in our master plan
- ☐ We intend to have a policy in our master plan within a year
- ☐ We do not have a master plan

Greenways

The next three questions pertain to ordinances requiring greenways. Greenways are defined as facilities that tie park system components together to form a cohesive park environment by the National Recreation and Parks Association.

1. Do you have an ordinance requiring the building of greenways in new communities?

- ☐ We have an ordinance
- ☐ We intend to have an ordinance within one year
- ☐ We do not have an ordinance

2. Do you have an ordinance requiring the building of greenways in redeveloped residential communities?

- ☐ We have an ordinance
- ☐ We intend to have an ordinance within one year
- ☐ We do not have an ordinance

3. Do you have an ordinance requiring the building of greenways in mixed-use communities?

- ☐ We have an ordinance
- ☐ We intend to have an ordinance within one year
- ☐ We do not have an ordinance

Recreational Facilities

The next three questions pertain to the development of recreational facilities related to parks, open space, and pathways which are defined by the National Recreation and Parks Association as facilities including: neighborhood parks, school-parks, community parks, park trails, connector trails, and the like.

1. Do you have an ordinance requiring the building of these types of facilities in new communities?

- ☐ We have an ordinance
- ☐ We intend to have an ordinance within one year
- ☐ We do not have an ordinance

2. Do you have an ordinance requiring the building of these types of facilities in redeveloped residential communities?

- ☐ We have an ordinance
- ☐ We intend to have an ordinance within one year
- ☐ We do not have an ordinance

3. Do you have an ordinance requiring the building of these types of facilities in mixed-use communities?

- ☐ We have an ordinance
- ☐ We intend to have an ordinance within one year
- ☐ We do not have an ordinance

A Survey of Settings and Environments Supporting Physical Activity in Local Communities

These questions pertain to bike lanes. (Bike lanes are defined by the Association of State Transportation and Highway Officials as road areas highlighted with pavement markings and signage along street corridors.) Please get actual miles or feet if available.

1. Linear miles or feet of bike lanes in your city/municipality:
Miles _____ or Feet _____ Is this Actual or Estimate?
2. Are maps, diagrams or directional signs for these lanes available free to the public?
Maps ☐ Diagrams ☐ Directional Signs ☐
3. How are these distributed to the public

These questions pertain to parks, playgrounds, fields, and greenways. These are defined by the National Recreation and Parks Association as neighborhood parks, school parks, community parks, park trails, connector trails, and the like.

4. Total number of parks, playgrounds, fields and greenways designated for free public use in your city/municipality: _____
5. Are maps, diagrams or directional signs for these lanes available free to the public?
Maps ☐ Diagrams ☐ Directional Signs ☐
6. How are these distributed to the public?

7. The total number of each of the following facilities and acres (if available), in your city/municipality, open to the public, and designated for physical activity and sports.

	Number	Acres		Number	Acres
Gymnasiums			Baseball Fields		
Soccer Fields			Football Fields		
Multi-use fields			Skateparks		
Golf Courses			Running Tracks		

8. Are schedules, maps, or directional signs describing any of these facilities available free to the public?
Schedules ☐ Maps ☐ Directional signs to facilities ☐
9. How are these distributed to the public?

10. Number of media resources that you have contacted to promote your activities during the previous 12 months.

TV _____ Radio _____ Print _____ Billboards _____ Direct Mail _____

These questions pertain to sidewalks, trails and streets. A sidewalk is defined by the ASTHO as the portion of a highway, road, or street intended for pedestrians. Shared-use paths or trails are defined as a path of travel for recreation and/or transportation within a park, natural environment, or designated corridor not classified as a highway, road, or street. Please get actual miles or feet if available.

11. Linear miles or feet of paved sidewalks in your city/municipality:

Miles _____ or Feet _____ is this Actual or Estimate?

12. Linear miles or feet of paved shared-use paths or trails in your city/municipality:

Miles _____ or Feet _____ is this Actual or Estimate?

13. Linear miles or feet of paved streets in your city/municipality

Miles _____ or Feet _____ is this Actual or Estimate?

14. Are maps, diagrams or directional signs describing any of these facilities available free to the public?

Maps ☐ Diagrams ☐ Directional Signs ☐

15. How are these distributed to the public?

16. Please check all of the following external funding sources you have used to develop facilities in your community

- ☐ National Highway Systems Funds
- ☐ Transportation Enhancement Funds
- ☐ Federal Transit Program Funds
- ☐ State and Community Highway Safety (402) Funds
- ☐ Congestion Mitigation and Air Quality Program Funds
- ☐ Job Access and Reverse Commute Funds
- ☐ Centennial Non-motorized Paths and Trail Crossing Funds
- ☐ Land and Water Conservation Fund
- ☐ Surface Transportation Program Funds
- ☐ National Recreation Trails Funds
- ☐ Scenic Byways Funds
- ☐ Federal Lands Highway Program Funds
- ☐ Hazard Elimination and Railway-Highway Crossing Program Funds
- ☐ State Trails Funds
- ☐ Others _____

17. Have you had a Gold Medal Mile™ event in your city or town?

- ☐ Yes
- ☐ No
- ☐ Don't know

Survey of Transportation To and From School

Please answer the following questions only if you have a child between 5 and 18 years of age. If you have more than one child in that age group, please answer this question for the youngest child in that age range.

1. Write in the age of the child for whom you are answering these questions: _____

2. During a usual week in the past month, how many times did your child...(write in number for each)

	Average # of times	Average # of minutes/trip
walk to or from school	_____	_____
bike to or from school	_____	_____
walk to or from the bus stop	_____	_____

3. What makes it difficult for your child to walk or bike to school? ("X" all that apply):
 - _____ Too dangerous because of the traffic
 - _____ Too dangerous because of crime
 - _____ Live too far away
 - _____ No protection from weather
 - _____ The school does not allow it
 - _____ It is NOT difficult for my child to walk or bike to school
 - _____ Other reasons

Walk to School Day Walkability Checklist

Everyone benefits from walking! But walking needs to be safe and easy. In October we will be holding our Walk to School Day. Walk with your child to school or to the bus stop, and fill out this checklist. It will help you, and us, decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

1. Did you have room to walk?

- ☐ Yes
- ☐ Some problems (see below)
- ☐ Sidewalks started out and stopped
- ☐ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc
- ☐ No sidewalks, paths, or shoulders
- ☐ Too much traffic
- ☐ Something else?

Poor

Excellent

Rating: 1 2 3 4 5 6

Locations of problems: _____

2. Was it easy to cross streets?

- ☐ Yes
- ☐ Some problems (see below)
- ☐ Road was too wide
- ☐ Traffic signals made us wait too long or did not give us enough time to cross
- ☐ Needed striped crosswalks or traffic signals
- ☐ Parked cars blocked our view of traffic
- ☐ Trees or plants blocked our view of traffic
- ☐ Needed curb ramps or ramps needed repair
- ☐ Something else?

Poor

Excellent

Rating: 1 2 3 4 5 6

Locations of problems: _____

3. Did drivers behave well?

- ☐ Good
- ☐ Some problems (see below)
- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing street
- ☐ Sped up to make it through traffic lights or drove through red lights
- ☐ Something else?

Poor

Excellent

Rating: 1 2 3 4 5 6

Locations of problems: _____

PhysicalActivity

2

4. Was it easy to follow safety rules: Could you and your child cross at crosswalks or where you could see and be seen by drivers?

- ☐ Yes
☐ No

Stop and look left, right and then left again before crossing streets?

- ☐ Yes
☐ No

Walk on sidewalks or shoulders facing traffic where there were no sidewalks?

- ☐ Yes
☐ No

Cross with lights?

- ☐ Yes
☐ No

Rating: *Poor* 1 2 3 4 5 6 *Excellent*
Locations of problems: _____

5. Was your walk pleasant?

- ☐ Yes
☐ Some unpleasant things (see below)
☐ Needed more grass, flowers or trees
☐ Scary dog
☐ Not well-lighted
☐ Dirty, or lots of litter or trash
☐ Something else?

Rating: *Poor* 1 2 3 4 5 6 *Excellent*
Locations of problems: _____

How does your neighborhood stack up?

Add up your ratings from inside:

Question 1 _____

Question 2 _____

Question 3 _____

Question 4 _____

Question 5 _____

Total _____

26-30: Celebrate! You have a great neighborhood for walking
21-25: Celebrate a little. Your neighborhood is pretty good
16-20: Okay, but it needs work
11-15: It needs lots of work. You deserve better than that
5 - 10: Call out the National Guard before you walk. It's a disaster area.

Overview

Americans in the 21st century are on fast-forward in nearly every aspect of their lives. From work to school to the dinner table, families are finding little free time to focus on their health. With fast food restaurants on every corner and vending machines stocked with junk foods, busy consumers opt for convenience over nutrition all too often.

This nutrition section offers communities simple ways to give citizens healthier food choices. From vending machine options to breastfeeding-friendly facilities, cities and towns can impact residents' overall health.

Policy

- Policy requiring healthy food and beverage choices in city / town and county-owned / managed facilities and at city / town-sponsored functions
- Policy for the development and management of community or neighborhood gardens
- Policy for the development and management of farmers markets
- Policy or action plan to create a breastfeeding-friendly workplace for city / town employees and clientele visitors

Infrastructure

- Municipal facilities (including recreational facilities) have healthy food options
- Municipal facilities (including recreational facilities) are free of advertising for unhealthy food items
- Grocers actively promote sales of fruits and vegetables through creative pricing and marketing
- Restaurant and grocery stores have systems in place to donate fresh fruit and vegetables to local food banks
- Support the use of locally grown produce in grocery stores, restaurants, schools, and worksites
- Increase the availability of fruits and vegetable through community-based gardening and farmers markets
- Sponsor a community initiative to increase fruit and vegetable access or consumption

- Restaurants offer healthy menu choices with appropriately-sized portions and general nutritional information available at point-of-purchase
- Municipal offices have worksite breastfeeding policies that are communicated to all staff
- Ensure the availability of breastfeeding friendly environments in public places

Outcomes

- Increase in number of healthy food and beverage choices available at city / town and county-owned / managed facilities
- Increase in number of residents using community gardens
- Increase in number of residents using farmers markets
- Increased availability of healthy options in neighborhood food stores and food banks

Potential Activities

Nutrition Events:

- Educational inserts in community newsletters, utility bills or newspapers
- Community Garden events
- Farmers Markets
- Movie theatre ads for nutritious choices
- Healthful community recipe books
- Nutrition labels posted at restaurants or in menus

Nutrition Contacts

District	Agency	Contact Name	Phone	E-Mail Address
State	Utah Nutrition Council	Phyllis Crowley	(801)538-6823	pcrowley@utah.gov
State	Utah Fruits & Veggies- More Matters® Association	Patrice Isabella	(801) 538-6269	pisabella@utah.gov
State	USU Extension	Nedra Christensen	(801) 484-9374	nedrac@ext.usu.edu
State	Utah Breastfeeding Coalition	Patrice Isabella	1-877-632-7975	contact@utahbreastfeeding.org
State	Utah WIC Program	Phyllis Crowley	(801) 538-6823	pcrowley@utah.gov
State	Check Your Health	Marie Nagata	(888) 222-2542	cyhealth@utah.gov
	American Heart Association	Casey Hill	(801) 484-3838	casey.hill@heart.org
	American Cancer Society		1-800-ACS2345	cancer.org

Nutrition Web Resources

Name of Web Site	Web Site Address
Fruits & Veggies-More Matters®	www.fruitsandveggiesmorematters.org www.fruitsandveggiesmatter.gov
American Dietetic Association	www.eatright.org/public
Centers for Disease Control and Prevention	www.cdc.gov/nccdphp/dnpa/nutrition
Center for Nutrition Policy and Promotion	www.usda.gov/cnpp
Federal Nutrition and Health Information	www.nutrition.gov
Healthy People 2010	www.healthypeople.gov
Utah Dietetic Association	www.eatrightutah.org
Utah Breastfeeding Coalition	www.utahbreastfeeding.org
Check Your Health	www.checkyourhealth.org

Farmers Markets

Direct marketing of farm products through farmers markets continues to be an important sales outlet for agricultural producers nationwide, particularly the small farm operators. Farmers markets, now an integral part in the urban/farm linkage, have continued to rise in popularity, mostly due to growing consumer interest in obtaining fresh products directly from the farm. Farmers markets also help to promote nutrition education, wholesome eating habits, and better food preparation, as well as boosting the community's economy.

The number of farmers markets in the United States has grown dramatically, increasing 150 percent from 1994 to 2006. According to the 2006 National Farmers Market Directory, there are over 4,300 farmers markets operating in the United States. This growth clearly indicates that farmers

markets are meeting the needs of a growing number of farmers with small- to medium-size operations, while increasing access, particularly in urban communities, to fresh, nutritious foods. Statistically:

- Farmers markets are an important source of revenue. 19,000 farmers reported selling their produce only at farmers markets.
- 82 percent of markets are self-sustaining; market income is sufficient to pay for all costs associated with the operation of the market (not including grant or in-kind support).
- 58 percent of markets participate in WIC coupon, food stamps, local and/or state nutrition programs.
- 25 percent of markets participate in gleaning programs aiding food recovery organizations in the distribution of food and food products to needy families.

Farmers Markets

Farmers Market/Location	Days/Hours of Operation	E-Mail Address
Bountiful, 100 E. 100 South	Thursdays, 4 p.m. to dusk	
Logan, Cache Valley Gardeners Market, 100 S. 200 East	Saturdays, 8 a.m.-1 p.m., until October	
Heber Valley, City Park, 300 Main Street	Thursdays, 4-9 p.m., concert at 6:30 p.m.	
Kanab, 78 S. 100 East	Saturdays, 9-11 a.m.	
Kaysville, Utah Botanical Center, 925 S. 50 West	Thursdays, 5-8 p.m., until Sept. 13	
Lehi, Thanksgiving Point, 3003 N. Thanksgiving Way, Lehi	Fridays, 3-7 p.m., Aug. 3-Oct. 5	www.thanksgivingpoint.com
Moab, Swanny City Park, 100 W. Park Drive	Saturdays, 8 a.m.-noon, until October	
Murray, City park, 200 E. 5200 South	Fridays and Saturdays, 9 a.m.-late afternoon	
Ogden, Municipal Park, 25th Street and Grant Ave.	Saturdays, 8 a.m.-1 p.m.	
Park City, The Cabriolet parking lot at The Canyons Resort	Wednesdays, 2-7 p.m.	www.parkcityfarmersmarket.com
Park City Silly Sundays, Main St. between Heber Avenue & 9th St.	Sundays, 9 a.m.-3 p.m.	www.parksillysundaymarket.com
Provo, 100 S. 500 West	Saturdays, 9 a.m.-2 p.m.	
People's Market, Jordan Park's Int'l Peace Gardens, 1060 So. 900 W.	Sundays, 10 a.m.-3 p.m.	www.slcpesplemarket.org
Salt Lake City, Pioneer Park, 379 South 300 West	Saturdays, 8 a.m.-1 p.m.	www.downtownslc.org
Sandy, South Towne Mall, 10400 S. State	Fridays and Saturdays, starts at 9 a.m.	
South Salt Lake, Pioneer Craft House, 3300 S. 500 East	First Tuesday of the month, 4-7:30 p.m.	
Spanish Fork, City Park, 40 S. Main	Saturdays, 8 a.m.-1 p.m., during August	
Springdale, Zion Canyon Farmers Market,		
Bit & Spur Restaurant, 1212 Zion Park Blvd	8:30-11 a.m., through October	zcfm@earthlink.net
Syracuse, 1891 W. 1700 South	Saturdays, 9 a.m.-noon	
Tooele, Veterans Memorial Park, corner of Main and Vine Streets	Fridays, 4 p.m.-dusk	

Farmers Markets Web Site

Name of Web Site	Web Site Address
Utah Farmers Markets	www.ams.usda.gov/farmersmarkets/states/utah.htm

Community Gardens

Community gardening benefits a community in a number of ways. It stimulates social interaction, beautifies neighborhoods, encourages self-reliance, provides nutritious food, cuts family budgets, and creates recreational opportunities, provides exercise, therapy, and fun.

Community gardens can be built and maintained by groups of neighbors, members

of agencies, faith-based groups or schools. Gardens are planted anywhere there is available space, from abandoned vacant lots to unused grassy patches to old railroad beds to apartment building greenspace. Sometimes the gardeners themselves use the vegetables harvested in community gardens. Some may be donated to local food banks.

Community Gardens Contacts

Agency	Contact
Utah G.A.R.D.E.N.S. Inc	(801) 266-3310
Utah State University	http://extension.usu.edu
Wasatch Community Gardens	www.wasatchgardens.org

Community Gardens Web Resources

Name of Web Site	Web Site Address
American Community Gardening Assoc.	www.communitygarden.org
City Farmer	www.cityfarmer.org
Food Share	www.foodshare.net
Garden Web	www.gardenweb.com
Open-pollinated and Heirloom Seeds	www.victoryseeds.com

Vending Machines

A Step-by-Step Guide to Incorporating Healthy Foods into Your New or Existing Vending Machine

Vending Machine

This is designed to help you incorporate healthy food choices into vending machines via the incorporation of a new “healthy” vending machine, or the incorporation of healthy snacks into existing vending machines. If you want to work with existing machines, you may be limited to unrefrigerated snacks.

Foods with a minimum 10% daily value for vitamins A and C, calcium, iron, protein and fiber are considered healthy choices. Examples include:

- | | |
|----------------------------|------------------------|
| • low-fat milk | • peanuts |
| • V8 vegetable juice | • sunflower seeds |
| • 100% fruit juices | • baked chips |
| • low-fat yogurt | • granola bars |
| • bagels with cream cheese | • tuna with crackers |
| • string cheese | • fresh or dried fruit |
| • pudding | • breakfast bars |
| • soy milk | • pretzel |
| • fruit snacks | • applesauce |
| • trail mix | • cereal |
| • water | • low-fat beef jerky |

Candy bars, candy, fried chips (i.e. regular Doritos, Lays, etc.), and most cookies do not meet the criteria.

Healthy Alternate Food and Beverage Ideas for Community Functions

- Encourage coaches to offer healthy choices for after-game snacks. Prepare a list of healthy snack ideas for volunteer coaches and include in coaches’ information packets at the beginning of the season. Encourage fresh fruits and 100% juice, rather than candy and sodas.
- Install “Healthy Vending Machines” at recreation centers, schools and other government buildings
- Have a concession booth at community events that offers healthy alternatives to typical fair/carnival foods.

- If refreshments are offered at meetings, make them healthy.
- Offer healthy snacks and lunches at youth summer camps.

Purchasing the Food: Food Catalogs, Wholesale Warehouses

Food catalogs are typically where agencies, especially foodservice, buy food. Examples of food catalogs are Nicholas, Sysco, and VSA (Vending Service of America). These catalogs are great as long as you can get the healthy snacks you want. This may be a bit of a treasure hunt unfortunately. Talking to your representative will definitely help, however, choices may be limited. If you have the ability to shop at a wholesale warehouse such as Costco or Sam’s Club, then you will have a very large variety and usually pay the same price or less. Buying at a wholesale warehouse also enables you to find new products more easily since the labels are readily available to make sure the new snack meets the healthy criteria. If you have a contracted vendor, communicating with them on your needs can help make your job easier since they will often do the searching for you.

Purchasing a “Healthy” Vending Machine

You may decide you’d like a new vending machine with both refrigerated and non-refrigerated compartments in order to increase variety and to be able to offer dairy products and cold 100% juices. If this is the case, you will want to contact the following business:

- Vina Distributing
351 West 400 South, Salt Lake City
www.vina1.com, (801) 364-6171
- Fun Vending
Contact: Steve Grogan
(801) 363-8368

Rentals may be an option. Look for a vending machine has both refrigerated and non-refrigerated compartments, and can fit almost any size snack.

Breastfeeding

Breastfeeding support in the workplace and community can positively impact the health of the community. Specific workplace benefits include: reduced sick/personal time due to illness of worker's child(ren), lower healthcare costs, improved employee satisfaction, increased retention and improved corporate image. Women have the right to exclusively breastfeed their infants and children. A supportive environment can have a positive influence on any breastfeeding mother as she decides if and when to return to work.

Create A Supportive Workplace Environment

- Allow breaks, flexible work hours, and part-time work or job sharing so that women can pump their milk or breastfeed their infants.
- Provide breastfeeding mother with a private area that is clean and comfortable so that they can express their milk during work hours or while in a community facility. Visible signage also needs to be provided to advertise this service.
- Rent or purchase an electric breastpump to shorten the time employees need to express their breastmilk.
- Provide a maternity-leave policy that enables mothers to establish a breastfeeding friendly routine and milk supply before returning to work.

- Develop/coordinate with on-site or near-site child-care programs so that infants can be breastfed during the day.
- Write a policy stating the employer or community's support of a woman's choice to breastfeed and the worksite accommodations available to her. The policy is part of the employer's written policy on parenting and or maternity benefits. All pregnant employees are informed of this policy as early in their pregnancy as possible.

Sample Breastfeeding Support Policy

Company or Community X recognizes a mother's responsibility to both her job and her child when she returns to work. We also recognize that because of the many health benefits associated with breastfeeding, more women are continuing to breastfeed their infants upon resumption of their employment. At Company or Community X we encourage this decision and are committed to providing support services, which enable our employees to maintain the breastfeeding relationship and a healthy child. In keeping with this philosophy, we will provide, at no cost to the employee, the following services:

1. As part of new employee orientation, information will be provided about the worksite programs available to women who wish to continue to breastfeed upon return to the workplace.
2. Beginning and ending work time will be adjusted to accommodate a 20- to 30-minute morning and afternoon break to enable breastfeeding employees to express their milk.
3. A private area for breastfeeding employees wishing to express their breastmilk during the day. The area will contain a comfortable chair, and a sink and facility for cold storage of breastmilk.

Create Breastfeeding Friendly Community Environments

Breastfeeding-friendly communities institute an ongoing program to maintain a breastfeeding friendly environment. Suggested components of this plan are listed below.

- Recognize and educate public entities regarding a woman's legal right to breastfeed in public
- A woman's breast feeding, including breast feeding in any place where the woman otherwise may rightfully be, does not under any circumstance constitute an lewd or indecent act, irrespective of whether or not the breast is covered during or incidental to feeding.

Reference: www.lalecheleague.org/Law/Bills37.html

- Accommodate breastfeeding in public places.
- Use appropriate signage to designate breastfeeding friendly facilities

Mothering's

Breastfeeding

Symbol can be used to increase public awareness of breastfeeding, to designate baby friendly areas in public, and to mark



breastfeeding friendly facilities. The purpose of the symbol is not to segregate breastfeeding, but to help integrate it into society by better accommodating it in public.

For example, sometimes there are no chairs in public, sometimes nowhere to change the baby, or for the mother separated from her baby, nowhere to plug in an electric breast pump. Mothers welcome quiet, private places in public where they can collect themselves and their children. The symbol could designate these kinds of places.

- Have local chapters of the Utah Breastfeeding Coalition and La Leche League.
- Identify and disseminate information on existing breastfeeding support groups and resources such as La Leche League and local lactation consultants. Information can be posted in local places where breastfeeding women would see them
- Promote multi-faceted media campaigns supportive of breastfeeding, particularly in conjunction with World Breastfeeding Week (August 1-7).

Breastfeeding Contacts/Coalitions

District	Agency	Phone
State	La Leche League of Utah	(801) 264-LOVE
State	Utah Breastfeeding Coalition	(877) 632-7975
State	Intermountain Healthcare Lactation Warmline	(801) 714-3349
Utah	Utah County Breastfeeding Warmline	(801) 851-7312

Breastfeeding Web Sites

Name of Web Site	Web Site Address
Academy of Breastfeeding Medicine	www.bfmed.org
La Leche League	www.lalecheleague.org
U.S. Office on Women's Health	www.4woman.gov/breastfeeding
Women, Infants and Children (WIC)	www.health.utah.gov/wic
Utah Breastfeeding Coalition	www.utahbreastfeeding.org

➤ BHP Healthy Food Policy 3

Utah Department of Health
Bureau of Health Promotion
Healthy Food Policy
April 9, 2007

Justification

The mission of the Bureau of Health Promotion (BHP) is “Fostering a culture of health in Utah.” BHP is dedicated to providing a work environment that supports employee and workplace health. We will provide our employees, partners, and customers with healthy food choices that support their efforts to feel well, be healthy, and prevent disease.

- We WILL make the healthy choice the easy choice at work!
- We WILL set the example that healthy food is tasty, sweet, fun, and exciting!
- We WILL set the example that providing healthy meals is easy and cost effective!

Healthy Food Policy

1. When department funds are used to purchase food offered at Bureau sponsored or contracted meetings or functions, all food and beverages will meet the Healthy Food Policy Guidelines.
2. The Healthy Food Policy applies regardless if BHP staff, a conference planner, or a sponsored partner is planning and ordering the food and beverages.
3. A completed copy of the Healthy Food Policy Checklist must be attached to all food purchase requests. The Checklist must be signed by the Office Technician, Program Manager, and Bureau Director before purchase requests are considered approved.

The accompanying document Healthy Food Policy Guidelines defines what the BHP considers to be healthy food options. It offers food suggestions and tips on planning healthy eating for work events.

The accompanying document Caterer Quick Reference Guide contains lists of vendors and their healthy food options.

Policy Support and Assistance

To help the BHP understand and comply with the Healthy Food Policy, the following responsibilities apply:

Office Technicians and Program Managers

1. The Program Office Technicians (OTs) must approve the menu before it is ordered or confirmed with caterer/event planner.
2. The Program OT must approve and sign the Healthy Food Policy Checklist before it goes to the Program Manager and BHP Director for signature.
 - The Program Manager will support their OT and empower them to enforce this policy.
3. The OT, Program Manager, and BHP Director must approve the menu and sign the Healthy Food Policy Checklist before the food memo/PO will be signed and approved.
4. If necessary, the OT will write a food memo requesting an exception to the per diem price.

Event Planners

5. Programs which write event-planning contracts will:
 - include language in the RFP and contract requiring the Healthy Food Policy be followed, and
 - require that all menus be confirmed by the Program before finalizing.

Sponsored Partners

6. Programs which provide funding for co-sponsored conferences and meetings will:
 - work with program sponsors to use the Healthy Food Policy, and
 - ask that all menus be confirmed by the Program before finalizing.

Healthy Utah

7. Healthy Utah will educate and train BHP OTs and other applicable program staff on:
 - Determining healthy food options.
 - Following the Healthy Food Policy.
 - Using the Healthy Food Policy Guidelines and Caterer Quick Reference Guide.
 - Filling out the Healthy Food Policy Checklist.

This training will be available for the OTs as requested on group and individual levels.

8. Healthy Utah will update the Caterer Quick Reference Guide at least once per year.
9. Healthy Utah will maintain copies of approved checklists and monitor them for discrepancies to determine needed training.

Utah Department of Health
Bureau of Health Promotion
Healthy Food Policy
GUIDELINES
April 9, 2007

Healthy Food Policy Guidelines (Per Serving)
All food and beverage items will:

1. Have 30% or less of its total calories from fat; and have 10% or less of its total calories from saturated and trans fats combined.
2. Have 35% or less of its weight from sugars, excluding sugars occurring naturally in fruits, vegetables, and dairy ingredients.
3. Have no more than 700 mg of sodium.
4. Have at least 3-5 grams of fiber.

Fruits, vegetables, and legumes meet all of the Healthy Food Policy Guidelines.

To meet the Healthy Food Guidelines, all food and beverages will:

Guideline #1 (Fat Guidelines)

- Use low or non fat dairy products.
- Use "Healthy" Oils – Olive, Canola, Flax.
- Be prepared with reduced-fat or fat-free mayonnaise.
- Be prepared without frying.
- Use low-fat or fat-free cheese.
- Use lean meats.
- Use vegetarian or whole beans.

Guideline #2 (Sugar Guideline)

- Not have sugar or high-fructose corn syrup as one of the top 3 ingredients.

Guideline #3 (Sodium Guideline)

- Not have salt or sodium as one of the top 5 ingredients.

Guideline #4 (Fiber Guideline)

- Use/Contain whole grains – whole wheat/grain bread, pasta, brown rice, etc.
- Use vegetarian or whole beans.

Substitution Requests

It may not always be possible to know the exact nutritional content of menu items.

When the following substitutions are requested from and made available by food providers and caterers, it is likely that the menu item will meet the Healthy Food Policy Guidelines.

Guideline #1

To ensure that foods served have 30% or less of total calories from fat and less than 10% of total calories from saturated fat the following substitutions will be requested of the caterer as appropriate for the menu items:

Salad Dressing Substitutes

- Low-calorie oil-based (not creamy) dressings
- Homemade dressing made with olive or canola oil, water, and vinegar or lemon juice

Cheese Substitutes

- Omit the cheese entirely
- Low-fat, skim-milk, or fat-free cheese

Ricotta Cheese Substitutes

- Low-fat or fat-free cottage cheese
- Nonfat or low-fat ricotta cheese

Ground Beef Substitutes

- Extra lean ground beef
- Ask for leaner cuts of beef including "loin" or "round"
- Lean ground turkey breast or chicken breast

Bacon Substitutes

- Canadian bacon
- Lean ham

Sausage substitutes

- Lean ground turkey breast
- 95-percent fat-free sausage

Whole Egg Substitutes

- Two egg whites
- 1/4 cup cholesterol-free liquid egg product
- 1 egg white plus 2 teaspoons oil

Mayonnaise and Salad Dressing Substitutes

- Omit entirely
- Low-fat or fat-free mayonnaise
- Whipped salad dressing

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Mayonnaise and Salad Dressing Substitutes - continued...

- Plain low-fat yogurt combined with low-fat cottage cheese
- Mustard only

Sour Cream Substitutes

- Plain low-fat yogurt
- 1/2 cup cottage cheese blended with 1-1/2 teaspoon lemon juice
- Fat-free sour cream

Whipped Cream Substitutes

- Chilled, whipped evaporated skim milk
- Nondairy whipped topping made from polyunsaturated fat

Cream Substitutes

- Skim or 1-percent milk as a beverage, in recipe, or as coffee creamer

Cream Soup Substitutes

- Broth-based or skim milk-based soups

Cream Cheese Substitutes

- Nonfat cream cheese
- All-fruit jam

Butter, Lard, and Other Saturated Fat (coconut oil, palm oil) Substitutes

- Soft tub butter substitute – look for brand without “partially hydrogenated oil” (first ingredient on food label listed as liquid vegetable oil)
- Corn, cottonseed, olive, rapeseed (canola), safflower, sesame, soybean, flax, or sunflower oil

Lower-Fat Snack Foods

- Baked chips or pretzels
- Unbuttered popcorn

Guideline #2

To ensure that foods served have 35% or less of its weight from sugars, foods will contain no added sugars, and the following substitutions will be requested of the caterer as appropriate for the menu items:

Fruit Juice

- Fruit juice portion sizes are 6-8 fluid ounces, serve in small cups, no large bottles.
- “Sugar” or “high fructose corn syrup” will not be listed as one of the first four ingredients on the nutrition facts label as available

Lower-Sugar Snacks

- Offer fresh, frozen, or canned in water fruit.
- Offer fresh vegetable trays and low-sodium vegetable juice.
- If a packaged snack that has a nutrition facts label will be served; “sugar” or “high fructose corn syrup” will not be listed as one of the first four ingredients.

Guideline #3

To ensure that foods served have no more than 700 milligrams of sodium, the following substitutions will be requested of the caterer as appropriate for the menu items:

Low-Sodium Snacks

- Offer fresh, frozen, or canned in water fruit.
- Offer fresh vegetable trays and low-sodium vegetable juice.
- Packaged food items with nutrition facts labels will indicate less than 700 mg of sodium per serving (or package if entire package is for one individual).

Guideline #4

To ensure that foods served have at least 3 grams of fiber per serving, the following substitutions will be requested of the caterer as appropriate for the menu items:

Fruits and Vegetables

- Add fresh or dried fruits like chopped apples, raisins, prunes, kiwi, or orange sections to green leafy salads and breakfast cereals.
- Add chopped carrots, broccoli, or a mix of vegetables to soups, salads, meat loaf, and casseroles.
- Mix in extra vegetables for stir-fries or casseroles.

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Beans and Peas

- Add canned beans to soups, stews, and salads.
- Bean dishes meet the fiber guideline; choose a bean dish like split pea soup, vegetarian chili with kidney beans, white bean chili, black beans over rice, black-eyed peas with garlic and red pepper, or three-bean salad made with green beans, chickpeas, and kidney beans for the main course and save meats for a side dish.

Grains and Fiber

- Substitute whole-wheat flour for one-half or more of the white flour called for in a recipe.
- Add 1/4 cup bran or quick-cooking oatmeal to your meat loaf or casserole.
- Make muffins using oatmeal, bran, or whole-wheat flour.
- Whole wheat pasta in place of Enriched wheat pasta.

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Utah Department of Health
Bureau of Health Promotion
Healthy Food Policy
SUBSTITUTIONS
April 9, 2007

Healthy Food Substitutions by Meal

Beverages

- Water
- 100% fruit and vegetable juices, 6-8 oz. serving sizes
- Fat-free and light (1%) milk
- Coffee and tea
- Fat-free milk in addition to half and half or creamer for coffee and tea
- Fat free or low-fat fruit smoothies or frozen yogurt-based milkshakes

Breakfast and Brunch

- Fruit
- High-fiber cereals like bran flakes, low-fat granola, oatmeal
- Whole wheat toast, bagels, English muffins, and muffins instead of doughnuts, fruit breads, Danishes, and pastries. Request that bagels to be cut in half or quarters and small or “mini” muffins.
- Fruit spreads and light cream cheese in addition to butter for toast and bagels
- Fat-free and light (1% milkfat) yogurt
- Fruit toppings (raisins, dried fruit mix, fresh strawberries, bananas, blueberries, peaches) for hot and cold cereals
- Avoid pancakes, waffles, and crepes
- Vegetables for omelet fillings or added to scrambled eggs
- Eggs made with egg substitute or without yolks
- Canadian bacon instead of high-fat meats like sausage or bacon
- Baked hash browns instead of fried hash browns

Lunch and Dinner

- Whole grain breads instead of white bread for sandwiches (“wheat bread” is not the same as “whole-wheat or whole-grain” bread – make sure you request “whole”)
- Baked instead of regular chips
- Salad dressings on the side, including light versions
- Broth or vegetable-based soups instead of

cream/cheese-based soups

- Fruit as a side item or dessert
- Vegetables as a side item – if cooked, seasoned with fresh herbs instead of butter or cream sauces
- Brown rice instead of white rice
- Pastas with tomato or other vegetable-based sauces, instead of cream sauces (whole-grain pasta preferred)
- Chicken, turkey, and fish instead of beef, pork, and lamb – request 3-4 ounce serving size
- Steamed, poached, baked, and broiled meats instead of fried
- Avoid mayonnaise-based salads and sandwich spreads (tuna/egg salad) or request “light”-or low-fat mayo.
- Reduced-fat cheese in menu items requiring cheese, like lasagna
- Fruit desserts such as fruit pie and cobbler
- Baked potato toppings such as assorted vegetables, beans, and low-fat cheeses, low-fat sour cream or plain yogurt
- Whole or vegetarian refried beans

Snacks

- Whole or cut fruits and vegetables
- Baked tortilla chips with vegetarian (no lard) bean dip and salsa
- Pretzels, hot pretzels with mustard (request the pretzels be cut in half), or plain popcorn
- Mid-morning and mid-afternoon breaks, offer fruit and/or vegetable trays instead of cookies, pastries, doughnuts, and other foods with high sugar/fat content and minimal nutritional value.

Healthy Food Substitutions by Ingredient

Sour Cream Substitutes

- Plain low-fat yogurt
- 1/2 cup cottage cheese blended with 1-1/2 teaspoon lemon juice
- Fat-free sour cream

Whipped Cream Substitutes

- Chilled, whipped evaporated skim milk
- Nondairy whipped topping made from polyunsaturated fat

Cream Substitutes

- Evaporated skim milk

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- Skim or 1-percent milk (as a beverage or in recipes)

Ice Cream Substitutes

- Low-fat or nonfat ice cream
- Frozen low-fat or nonfat yogurt
- Frozen fruit juice products
- Sorbet

Full-Fat Cheese Substitutes

- Low-fat, skim-milk, or fat-free cheese

Ricotta Cheese Substitutes

- Low-fat or fat-free cottage cheese
- Nonfat or low-fat ricotta cheese

Ground Beef Substitutes

- Extra lean ground beef
- Lean ground turkey or chicken

Bacon Substitutes

- Canadian bacon
- Lean ham

Sausage substitutes

- Lean ground turkey
- 95-percent fat-free sausage

Whole Egg Substitutes

- Two egg whites
- 1/4 cup cholesterol-free liquid egg product
- 1 egg white plus 2 teaspoons oil
- One egg yolk equals one egg white and one egg (as thickener) equals 1 tablespoon flour

Mayonnaise and Salad Dressing Substitutes

- Low-fat or fat-free mayonnaise
- Whipped salad dressing
- Plain low-fat yogurt combined with low-fat cottage cheese

Salad Dressing Substitutes

- Low-calorie oil-based (not creamy) dressings
- Homemade dressing made with unsaturated oils, water, and vinegar or lemon juice

Nut Substitutes

- Dried fruit such as raisins, chopped dried apricots or dried cranberries

Cream Soup Substitutes

- Broth-based or skim milk-based soups

Butter, Lard, and Other Saturated Fat (coconut oil, palm oil) Substitutes

- Soft tub butter substitute – look for brand without “partially hydrogenated oil” (first ingredient on food label listed as liquid vegetable oil)
- Corn, cottonseed, olive, rapeseed (canola), safflower, sesame, soybean, flax, or sunflower oil

Fruits and Vegetables

- Add fresh or dried fruits like chopped apples, raisins, prunes, kiwi, or orange sections to green leafy salads and breakfast cereals.
- Add chopped carrots, broccoli, or a mix of your favorite vegetables to soups, salads, meat loaf, and casseroles.
- Make stir-fries or casseroles with lots of vegetables mixed in.

Beans and Peas

- Add your favorite canned beans to soups, stews, and salads.
- Season beans with onion, garlic, and herbs for added flavor.
- Try different bean dishes: split pea soup, vegetarian chili with kidney beans or white bean chili, black beans over rice, bean tostadas, and tacos, black-eyed peas with garlic and red pepper, or three-bean salad made with green beans, chickpeas, and kidney beans.

Grains and Fiber

- Substitute whole-wheat flour for up to half (or more) of the white flour called for in a recipe.
- Add 1/4 cup bran or quick-cooking oatmeal to your meat loaf or casserole.
- Make muffins using oatmeal, bran, or whole-wheat flour.
- Try whole wheat pasta for a healthy fiber boost.
- Use whole cornmeal when making cornbread.

Milk, Cheese, and Yogurt

- Use evaporated skim milk instead of whole milk or cream in baked goods, sauces, and soups. Broth-based soups and sauces rather than cream or cheese based.

3 BHP Healthy Food Policy

Milk, Cheese, and Yogurt - continued...

- Use reduced-fat yogurt to replace all or part of the sour cream or mayonnaise in a recipe. Replace part of ricotta cheese with low-fat cottage cheese. Use a puree of cooked potatoes, onion, and celery as a creamy base for soups instead of dairy cream or half-and-half.
- Sharp cheese gives extra flavor so that less can be used. This helps trim the fat.
- Select yogurt or milk products without added sugar or flavorings. Mix in fresh fruit for a flavor boost.

Meats, Poultry, and Fish

- Let vegetables, beans, rice and pasta be the stars of your main dish - use meats as the side dish.
- Choose lean meats - look for the words "loin" or "round" in the name. Trim meat of all visible fat before cooking. Cook poultry with the skin on to keep it moist, but remove skin before eating to reduce the fat.
- Choose canned fish packed in water instead of oil. Drain thoroughly before mixing with your favorite dressing or condiment.

► BHP **Healthy Food Policy** 3

Notes:

Overview

In Utah, unintentional injury is the leading cause of death for residents ages 1- 44, and injuries that don't kill often leave victims permanently impaired. Cities and towns that choose the Safety category will be rewarded for their efforts with improvement in quality of life for residents of all ages.

Cities vying for a Healthy Community award have many options, including adopting bike-board-blade helmet laws, creating more bike lanes or lowering speed limits in neighborhoods.

Policy

- Policy for bike-board-blade helmets for all users
- Policy that plans for all sidewalks and crosswalks to meet Americans with Disabilities Act (ADA) requirements
- Policy requiring sidewalks to be cleared of snow and vegetation

Infrastructure

- Existence of bike lanes
- Signage at bike-board-blade parks promoting use of protective gear
- Increase safety features of crosswalks and sidewalks near schools and senior centers (ex: raised crosswalks)
- Participate in Safe Routes to School program through Utah Department of Transportation (UDOT)

Outcomes

- Increase in miles of marked bike lanes
- Increase in percentage of adults and youth observed using bike/board/blade helmets
- Increase in number of schools with current Safe Routes to School policies, programs and Student Neighborhood Access Programs in place

Events/Ideas

Safety Events

- Community Car Seat Checks
- Community Bike Safety Events for adults and youth
- Green Ribbon Month
- Walk to School Day
- National Bike Month
- Community Pedestrian Safety Events
- Community Seat Belt promotion events
- Speed trailers placed in community
- High school seat belt competitions
- Safe Kids Week
- Child Passenger Safety Week

Bike Lanes

- Bike lanes should be a minimum of 5 feet wide. These lanes:
 - > Create a clear statement that cyclists are welcome
 - > Help keep parked cars nearer the edge of the road
 - > Keep moving cars closer to the center of the road - good for people getting in and out of parked cars and good for cyclists (as long as they can avoid the car doors)
 - > Invite use by cyclists which should serve as traffic calming
 - > Lane stripes indicate that cyclists belong on the street.

Helmets

Head injury is the leading cause of death in bicycle crashes, and helmets are the single most effective safety device to reduce head injury and death. Bicycle helmets can reduce the risk of head injury and brain injury by 85%-90%.

Speeding

The risk of a pedestrian dying or being seriously injured in a collision rises rapidly with increasing speeds. According to the U.S. Department of Transportation, 5% of pedestrians struck by a vehicle traveling 20 mph will die, 40% of pedestrians struck by a vehicle traveling 30 mph will die, 80% of pedestrians struck by a vehicle traveling 40 mph will die, and 99% of pedestrians struck

by a vehicle traveling 50 mph will die.

Sidewalks

Sidewalks are the portion of the public right-of-way that provide a separated area for people traveling on foot. Sidewalks that are safe, accessible, and aesthetically pleasing attract pedestrians. It is a public responsibility to provide a safe, secure, and comfortable system for all people who walk. Sidewalks are associated with significant reductions in pedestrian collisions with motor vehicles. Sidewalks should be part of every new and renovated facility and every effort should be made to retrofit streets that currently do not have sidewalks.

The Institute of Transportation Engineers (ITE) guidelines recommend a minimum width of 5 feet for a sidewalk, which allows two people to pass comfortably or to walk side-by-side. Wider sidewalks should be installed near schools, at transit stops, in downtown areas, or anywhere high concentrations of pedestrians exist. Sidewalks should be continuous along both sides of a street and sidewalks should be fully accessible to all pedestrians, including those in wheelchairs.

A buffer zone of 4 to 6 feet is desirable and should be provided to separate pedestrians from the street. The buffer zone will vary according to the street type. In downtown or commercial districts, a street furniture zone is usually appropriate. Parked cars and/or bicycle lanes can provide an acceptable buffer zone. In more suburban or rural areas, a landscape strip is generally most suitable. Careful planning of sidewalks is critical to the safety and mobility of residents.

Safety Committees

District	Agency	City	Contact Title	Contact Name	Phone	E-mail Address
Utah State	State Health Department	Salt Lake City	Violence & Injury Prev. Program	Trisha Keller	(801) 538-6141	trishakeller@utah.gov
Utah State	Safe Kids Utah	Salt Lake City	Coalition Co-ordinators	vacant	(801) 538-6852	viip@utah.gov
Utah State	Dept. of Transportation	Salt Lake City	Utah Safety Leadership Team	Robert Hull	(801) 965-4273	rhull@utah.gov
Utah State	AAA	Salt Lake City	Coalition for Utah Traffic Safety	Rolayne Fairclough	(801) 364-5615x365	Rolayne_Fairclough@csaa.com
Utah State	Utah Safety Council	Salt Lake City	Information Specialist	Hollie Davis	(801) 478-7878	safety@utahsafetycouncil.org
Bear River	Local Health Department	Logan	Injury Prevention Coordinator,	Farrin Wiess	(435) 792-6522	fwieess@utah.gov
Central Utah	Local Health Department	Richfield	Safe Kids Bear River			
Central Utah	Safe Kids Central Utah	Richfield	Injury Prevention Coordinator	Lisa Taylor	(435) 896-5451x341	lisataylor@utah.gov
Davis County	Local Health Department	Farmington	Chapter Coordinator	Terry Smith	(435) 201-4312	terrysmith1@utah.gov
			Injury Prevention Coordinator,	Teresa Smith	(801) 451-3586	teresaj@co.davis.ut.us
Great Basin	Safe Kids Great Basin	Fillmore	Safe Kids Davis County			
Iron County	Safe Kids Iron County	Cedar City	Chapter Coordinator	Sharon Blad	(435) 743-5591	sharon.blad@imail.org
Salt Lake County	Local Health Department	Murray	Chapter Coordinator	vacant	(435) 868-5810	
Salt Lake County	Safe Kids Salt Lake County	Murray	Injury Prevention Coordinator	Kathy Chambers	(801) 313-6605	kchambers@slco.org
Southeastern Utah	Local Health Department	Price	Coalition Coordinator	May Romo	(801) 313-6607	mmromo@slco.org
			Injury Prevention Coordinator,	Georgina Nowak	(435) 637-3671	gnowak@utah.gov
Southwest Utah	Local Health Department	St. George	Safe Kids Southeast Utah			
			Injury Prevention Coordinator,	Penny Cluff	(435) 986-2564	pcluff@utah.gov
Summit County	Local Health Department	Park City	Safe Kids Washington County			
			Injury Prevention Coordinator,	Geri Essen	(435) 615-3912	gessen@utah.gov
Tooele County	Local Health Department	Tooele	Safe Kids Summit County			
			Injury Prevention Coordinator,	Daniel Davies	(435) 843-2317	dandavies@utah.gov
TriCounty	Local Health Department	Roosevelt	Safe Kids Tooele County			
			Injury Prevention Coordinator,	Jeramie Tubbs	(435) 722-6306	jtubbs@utah.gov
Utah County	Local Health Department	Provo	Safe Kids TriCounty			
			Injury Prevention Coordinator,	Andrea Miller	(801) 851-7035	ANDREA.M.UCHILTH@state.ut.us
Wasatch County	Local Health Department	Heber	Safe Kids Utah County			
			Injury Prevention Coordinator,	Amber Peterson	(435) 657-3259	ageorge@utah.gov
Weber/Morgan	Local Health Department	Ogden	Safe Kids Wasatch County			
			Injury Prevention Coordinator,	Jann Fawcett	(801) 399-7186	jfawcett@co.weber.ut.us
			Safe Kids Weber-Morgan			

Safety Web Resources

Name of Web Site	Web Site Address
Bicycle Information Center	www.bicyclinginfo.org
Bicycle Helmet Safety Institute	www.bhsi.org
Safe Kids Worldwide	www.safekids.org
Pedestrian Information Center	www.walkinginfo.org
Utah Department of Public Safety, Utah Highway Safety Office	www.highwaysafety.utah.gov
Violence and Injury Prevention Program, Utah Department of Health	www.health.utah.gov/vipp

Overview

Twenty years ago, when the field of substance abuse prevention was in its infancy, little was known about what worked to help keep young people from using alcohol, tobacco and other drugs. Many programs and strategies which were enthusiastically adopted by well-meaning individuals and agencies failed to produce the hoped-for results. For example, early efforts employing scare tactics and information-only approaches proved to be unsuccessful. These ineffective approaches have been replaced by strategies-based, solid, scientific research with priority placed on policy and environmental changes. The following areas will create health community environments that residents can enjoy.

Policy

- Ordinance prohibits smoking in parks and outdoor recreation facilities

Infrastructure

- Posted Drug-Free Zones designated near schools and parks
- Enforcement of policy prohibiting smoking in parks and recreation facilities
- Appropriate signage of policy for ordinance prohibiting smoking in parks and outdoor recreation facilities

Outcomes

- All parks and outdoor recreation facilities are smoke-free

Events/Ideas

- Advocacy training for interested residents to learn how to initiate policy change. The following focus areas will create healthy environments where residents can enjoy being physically active
- Campaigns or events to increase awareness of policies or ordinances that prohibit use of alcohol, tobacco and other drugs

Tobacco Contacts

Agency	E-Mail Address
Coalition for a Tobacco-Free Utah	ctfutah@gmail.com

Tobacco Cessation Resources

Utah Tobacco Quit Line, (888) 567-TRUTH (8788)
 Linea en Utah para dejar el tobacco, (877) 629-1585

Tobacco-Free Resource Line

Tobacco Prevention and Control Program, Utah Department of Health, (877) 220-3466

Tobacco Web Resources

Name of Web Site	Web Site Address
Utah Second Hand Smoke Policy Implementation Guide	www.tobaccofreeutah.org/shsguide.html
Sample Local Ordinances	www.njgasp.org/d4c_use.htm
Reporting Utah Indoor Clean Air Act Violations	www.tobaccofreeutah.org/violationsuicaa.html
Second Hand Smoke Amendments	www.tobaccofreeutah.org/sechndsmokeam.html
The Utah Indoor Clean Air Act Business Guide	www.tobaccofreeutah.org/uicaa-busguide.htm
Summary of Utah's Tobacco Laws	www.tobaccofreeutah.org/laws-glance.html
Tobacco Compliance Check Lead Contacts by County	www.tobaccofreeutah.org/localtfu.html
Tobacco Retailer Guide	www.tobaccofreeutah.org/retedguide.html
Utah Tobacco Cessation Resource Directory	www.tobaccofreeutah.org/utah_tobacco_cessation_resource_directory-introduction-1.htm
Utah QuitNet	www.utahquitnet.com
Utah Indoor Clean Air Act – Statute Rule	www.tobaccofreeutah.org/uicaastat&rule.html

Appendix A: AHYAwardApplication



Healthy Community Awards Application

Instructions Checklist:

- Review the Healthy Community Awards Criteria. This outlines the requirements to obtain awards.
- On the Healthy Community Awards Criteria, check the boxes next to the items you have completed.
- Review the Awards Requirements and determine which level your program qualifies for.
- Return all forms (Application Form and Healthy Community Awards Criteria Form) with a **\$35.00 processing fee** to: Healthy Community Awards Initiative; c/o Lynda Blades; Utah Department of Health; PO Box 142107; SLC, UT 84114-2107.

APPLICATION TIMEFRAME:

Contact Lynda Blades at: (801)538-6229 or lblades@utah.gov if you have ANY questions or desire assistance in completing the application or determining how "what you do" fits into the Healthy Community Awards requirements. Please submit by Aug. 1, 2008.

City/Town _____
Population _____
Total Number of _____

Healthy Community Project Location _____
Address _____
Phone Number _____
FAX _____

- ☐ I confirm that all information supplied on this application for the Healthy Community Awards is true and accurate, to the best of my knowledge. I understand that a site visit may be made to my community to review the scope of our efforts. My community will file documentation for the claims made on this application.

Signature: _____ Date: _____

Additional Signatures:

Chief Executive (Mayor, City Manager, etc)

Signature: _____ Date: _____

Printed name of signer: _____

Title: _____

Which level are you applying for?

☐ **Platinum** ☐ **Gold** ☐ **Silver** ☐ **Bronze**

Appendix A: AHY Award Criteria

Policy: (attach copies of policies cited)

Section (general community, safety, nutrition, physical activity, healthy behaviors)	Policy (list policy chosen) Bronze- 3 Silver – 7	Gold- 12 Platinum- 16	Description (please describe and attach copies of policies or web addresses to find them at)	Documentation # (please number or alphabetize so as to sync with the item)
1.				
2.				
3.				
(add more lines as needed)				

Infrastructure:

Section (general community, safety, nutrition, physical activity, healthy behaviors)	Infrastructure Bronze- 3 Silver – 7 Platinum- 18	Description (please describe in detail)
1.		
2.		
3.		
(add more lines as needed)		

Outcomes: (attach survey instruments, graphs, data)

Section (general community, safety, nutrition, physical activity, healthy behaviors)	Outcome (list chosen one) Bronze- 2 Silver – 3 Gold- 4 Platinum- 5	Description (please describe in detail)
1.		
2.		
(add more lines as needed)		

Next Year's Focus (optional notes on what priorities you might work on in the future)



2007-2008 Healthy Community Award Criteria

The Healthy Community Award Program (HCAP) recognizes the outstanding achievements of cities/towns in implementing health-related policies and ensuring healthy community environments. It acknowledges efforts to encourage public employees and residents to make healthy choices.

For additional information contact: Lynda Blades, lblades@utah.gov (801) 538-6229 or Connie Kitchens, ckitchens@utah.gov / (801) 538-8291

- Instructions:
1. Choose the level of award your community is working toward.
 2. Find the correct number of policy, infrastructure, and outcome criteria for the award level chosen.
 3. Identify which specific criteria will be accomplished to achieve the desired award level.
 4. Download the community award application at http://health.utah.gov/Community/Community_home.htm, fill out, and submit (instructions are on the application).

* All OUTCOMES must be measurable. You must provide documentation of results completed under OUTCOMES and submit with the award application

General Community	FOCUS AREAS		
	POLICY	INFRASTRUCTURE	OUTCOMES
	Written and monitored city/town policies, procedures or ordinances	Basic equipment, resources and mental supports provided in/ /town	Expected changes that will result from the implementation of the program/activity and methods to measure progress
	Required number of policy criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 16	Required number of infrastructure criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 18	Required number of outcomes criteria for each level: Bronze – 2 Silver – 3 Gold – 4 Platinum – 5
	<input type="checkbox"/> Official proclamation or resolution to participate in HCAP by Mayor, city manager, and/or city or	<input type="checkbox"/> Community-wide health coalition addressing each of the 4 health topic areas in HCAP	<input type="checkbox"/> Increase number of visitors to health-related resources on city/town website <input type="checkbox"/> Increase media outreach on

Appendix B: AHYAwardCriteria

FOCUS AREAS	CRITERIA CATEGORIES			OUTCOMES
	POLICY	INFRASTRUCTURE CHANGE		
Physical Activity	<p>Written and monitored city/town policies, procedures or ordinances</p> <p>Required number of policy criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 16</p>	<p>Basic facilities, equipment, resources and environmental supports provided in/by the city/town</p> <p>Required number of infrastructure criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 18</p>	<p>city's/town's HCAP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in number of city/town elementary schools that are Gold Medal Schools <input type="checkbox"/> Each Gold Medal School achieves the next highest level <input type="checkbox"/> Increase in number of government workites that qualify for the Healthy Worksite Award. <input type="checkbox"/> Conduct a family-based community needs assessment to identify available resources for physical activity and healthy eating <input type="checkbox"/> Increase percent of residents who walk or ride a bike for transportation <input type="checkbox"/> Increase in residents reporting business and / or use of Legacy trails <input type="checkbox"/> Increase in number of residents reporting use of community physical activity facilities and environments <input type="checkbox"/> Increase in number of affordable public or private recreation centers 	<p>Expected changes that will result from the implementation of the program/activity and methods to measure progress</p> <p>Required number of outcomes criteria for each level: Bronze – 2 Silver – 3 Gold – 4 Platinum – 5</p>
	<p>city council to plan that</p> <p>develop policy, become the community</p> <p>city website</p> <ul style="list-style-type: none"> <input type="checkbox"/> City/town and/or county government websites link with relevant state and local community service websites <input type="checkbox"/> 75% of city's/town's elementary schools participate in the Gold Medal School Program <input type="checkbox"/> town and/or county workites participate in Worksite Award 	<p>county website</p> <ul style="list-style-type: none"> <input type="checkbox"/> City/town and/or county government websites link with relevant state and local community service websites <input type="checkbox"/> 75% of city's/town's elementary schools participate in the Gold Medal School Program <input type="checkbox"/> town and/or county workites participate in Worksite Award 	<p>city's/town's HCAP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in number of city/town elementary schools that are Gold Medal Schools <input type="checkbox"/> Each Gold Medal School achieves the next highest level <input type="checkbox"/> Increase in number of government workites that qualify for the Healthy Worksite Award. <input type="checkbox"/> Conduct a family-based community needs assessment to identify available resources for physical activity and healthy eating <input type="checkbox"/> Increase percent of residents who walk or ride a bike for transportation <input type="checkbox"/> Increase in residents reporting business and / or use of Legacy trails <input type="checkbox"/> Increase in number of residents reporting use of community physical activity facilities and environments <input type="checkbox"/> Increase in number of affordable public or private recreation centers 	<p>Expected changes that will result from the implementation of the program/activity and methods to measure progress</p> <p>Required number of outcomes criteria for each level: Bronze – 2 Silver – 3 Gold – 4 Platinum – 5</p>

Appendix B: AHYAwardApplication

CRITERIA CATEGORIES			
POLICY	INFRASTRUCTURE CHANGE	OUTCOMES	
<p>Written and monitored city/town policies, procedures or ordinances</p> <p>Required number of policy criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 16</p>	<p>Basic facilities, equipment, resources and environmental supports provided in/by the city/town</p> <p>Required number of infrastructure criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 18</p>	<p>Expected changes that will result from implementation of the .m/activity and methods to .m/progress</p> <p>Required number of outcomes criteria for each level: Bronze – 2 Silver – 3 Gold – 4 Platinum – 5</p>	
<p>FOCUS AREAS</p> <p>paths in existing and new subdivisions</p> <p>Incorporate transportation policy to promote non-motorized and mass transportation</p>	<p>trails</p> <p>Work with local recreation areas to jointly promote inexpensive equipment, lessons, and ski Utah families.</p> <p>Develop safe for children encourage and biking in neighborhood to schools.</p>	<p>Increase in miles of designated walking / biking trails</p>	
<p>Nutrition</p> <p>Policy requiring healthy food and beverage choices in city / town and county-owned / managed facilities and at city / town-sponsored functions</p> <p>Policy for the development and management of community or neighborhood gardens</p> <p>Policy for the development and management of farmer markets</p> <p>Policy or action plan to a breastfeeding-friendly workplace for city / town employees and clientele</p>	<p>Municipal facilities (including recreation facilities) have healthy food facilities (including facilities) are free of unhealthy food</p> <p>ers actively promote sales of as and vegetables through .ative pricing and marketing</p> <p>Restaurant and grocery stores have systems in place to donate fresh fruit and vegetables to local food banks</p> <p>Support the use of locally grown produce in grocery stores,</p>	<p>Increase in number of healthy food and beverage choices available at city / town and county-owned / managed facilities</p> <p>Increase in number of residents using community gardens</p> <p>Increase in number of residents using farmers markets</p> <p>Increase availability of healthy options in neighborhood food stores and food banks</p>	

Appendix B: AHY Award Criteria

FOCUS AREAS	CRITERIA CATEGORIES		OUTCOMES
	POLICY	INFRASTRUCTURE CHANGE	
	<p>Written and monitored city/town policies, procedures or ordinances</p> <p>Required number of policy criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 16</p>	<p>Basic facilities, equipment, resources and environmental supports provided in/by the city/town</p> <p>Required number of infrastructure criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 18</p>	<p>Expected changes that will result from the implementation of the program/activity and methods to measure progress</p> <p>Required number of outcomes criteria for each level: Bronze – 2 Silver – 3 Gold – 4 Platinum – 5</p>
		<p>restaurants, schools, and worksites</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase the availability of fruits and vegetable through community-based gardening and farmers markets <input type="checkbox"/> Sponsor a community initiative to increase fruit and vegetable access or consumption <input type="checkbox"/> Restaurants offer healthy menu items with appropriately-sized and general nutritional information available at point-of-purchase <input type="checkbox"/> Municipalities and worksites are breastfeeding friendly <input type="checkbox"/> Ensure the availability of breastfeeding friendly environments in public places 	
Safety	<ul style="list-style-type: none"> <input type="checkbox"/> Policy for bike-board-blade helmets for all users <input type="checkbox"/> Policy that plans for all sidewalks and crosswalks to meet Americans with Disabilities Act requirements <input type="checkbox"/> Policy requiring sidewalks to 	<ul style="list-style-type: none"> <input type="checkbox"/> Existence of bike lanes <input type="checkbox"/> Signage at bike-board-blade parks promoting use of protective gear <input type="checkbox"/> Increase safety features of crosswalks and sidewalks near schools and senior centers (ex: raised crosswalks) 	<ul style="list-style-type: none"> <input type="checkbox"/> Increase in miles of marked bike <input type="checkbox"/> Increase in percentage of adults and youth observed using bike/board-blade helmets <input type="checkbox"/> Increase in number of schools with current Safe Routes to

Appendix B: AHYAwardApplication

CRITERIA CATEGORIES			
POLICY	INFRASTRUCTURE CHANGE	OUTCOMES	
Written and monitored city/town policies, procedures or ordinances	Basic facilities, equipment, resources and environmental supports provided in/by the city/town	Expected changes that will result from the implementation of the program/activity and methods to measure progress	
Required number of policy criteria for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 16	Required number of infrastructure for each level: Bronze – 3 Silver – 7 Gold – 12 Platinum – 18	Required number of outcomes criteria for each level: Bronze – 2 Silver – 3 Gold – 4 Platinum – 5	
FOCUS AREAS			
	<input type="checkbox"/> Participate in Safe Routes to School program (UDOT)	<input type="checkbox"/> Zones to Utah Department of Transportation	<input type="checkbox"/> School policies, programs and Student Neighborhood Access Programs in place
<input type="checkbox"/> be cleared of snow and vegetation <input type="checkbox"/> Policy that sets speed limit at 25 mph or less in residential areas	<input type="checkbox"/> Posted traffic signs and speed limit signs <input type="checkbox"/> Enforcement of policy prohibiting smoking in parks and recreation areas <input type="checkbox"/> Signage of policy for prohibiting smoking in parks and outdoor recreation areas	<input type="checkbox"/> All parks and outdoor recreation facilities are smoke-free	
Healthy Behaviors			

Application is available at www.health.utah.gov/ahy